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Descriptors-*Abstracts; Education; *Indexes
Identifiers-*Resources in Education

Resources in Education (RIE) is a monthly abstract journal which announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape data base prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for MAY 1979. (LRS/WTB)

ED218439 CE031881

Bezanson, M. Lynne; DeCoff, Carol A.

Individual Employment Counselling. A Systematic Approach.

Canada Employment and Immigration Commission, Ottawa (Ontario). Occupational and Career Analysis and Development Branch.

Pub Date [81]

Note-566p.

EDRS Price - MF02/PC23 Plus Postage.

Descriptors-Behavioral Objectives; Career Choice; *Career Counseling; Counseling Services; *Counseling Techniques; Counseling Theories; *Counselor Client Relationship; *Counselor Training; Decision Making Skills; Educational Strategies; *Employment Counselors; Evaluation; *Individualized Programs; Instructional Materials; Learning Activities; Learning Modules; Nondirective Counseling; Objectives; Postsecondary Education; Self Control; Student Evaluation

Identifiers-Goal Setting; *Systematic Employment Counseling Approach

This self-study manual consists of 10 chapters of instructional materials dealing with different phases of the Systematic Employment Counseling Approach. Topics of the units include the foundations of employment counseling, employment targets, reluctance, strategy implementation, decision-making strategy, learning strategies, self-management strategies, combining strategies, and evaluating progress and outcomes. Provided in each chapter are an overview of topics to be discussed, chapter objectives, a summary, a knowledge check list, and skill building exercises. (MN)

Ohio's colleges and universities can play a more significant role in retraining and upgrading of the adult workforce. It was suggested that the work-education relationship could be strengthened through access to higher education, a cost effective higher education system, quality programs, and cooperation with other organizations toward the improvement of Ohio's economy. (YLB)

Descriptors-*Career Awareness; Case Studies; *Childrens Television; Curriculum Development; Educational Television; Instructional Materials; Intermediate Grades; Material Development; Power Structure; *Production Techniques; *Program Development; Program Effectiveness; Program Improvement; Programing (Broadcast); *Sex Fairness; Sex Role; Sex Stereotypes; Summative Evaluation; *Telecourses; Television Research

Identifiers-*Freestyle (Television Series)

This case study is one element of the summative evaluation of "Freestyle," a television series on sex-role stereotyping and career awareness. The series was developed for fourth to sixth graders viewing it at home or at school. The goal of this study was to organize the history of the project so as to present transferable lessons to the planners and managers of future projects and also to generate theoretical insights for scholars of organizations whose products affect the culture. Separate chapters describe and analyze curriculum planning, pilot production, curriculum revision, and the series design and production. The report focuses on organizational characteristics and processes rather than on individuals. The concluding chapter summarizes information on three analytic questions about power and its consequences, which guided the investigation. The questions are who had power and why, how was power brought to bear in making decisions, and the implications of the foregoing for the form and content of the products produced by the consortium. (KC)

One of a series of instructional booklets designed to introduce adult education program planners to the basic concepts integral to and alternative strategies for conducting needs assessments, this instructional booklet deals with determining how to interpret information. Described first is the relationship of the process of determining how to interpret information to the entire needs assessment process. Following an introduction to the concept of force, procedures are set forth for identifying positive and negative forces that bear significant strength in impacting needs. Also provided are suggestions for determining sources of force information, determining strategies for gathering force information, and determining methods for summarizing force information. (MN)

also showed differences in what skills were desired by groups of Spanish-speaking persons, Polish, and Japanese. Finally, the guide contains four model lessons which exemplify different possibilities for integrating coping skills as discussed in the overview. Lessons cover wages and paycheck deductions, job interviews, weight loss and nutrition, and job applications, while providing students with knowledge of the future conditional tense, reported statements and questions, and the use of should and should have. (KC)

ED218540 CG016039

Roessler, Richard T.; Rubin, Stanford E.

Goal-Setting: Guidelines for Diagnosis and Rehabilitation Program Development: Melinda Bracken's Case File. Advanced Facilitative Case Management Series, Training Package II.

Arkansas Univ., Fayetteville. Rehabilitation Research and Training Center.
Spons Agency-National Inst. of Handicapped Research (ED), Washington, DC.
Pub Date 80
Grant-NIHR-16-P-56812-RT-13
Note-16p.; For related documents, see CG 016 034-041.
Available from-Arkansas Rehabilitation Research and Training Center, Publications Department, P.O. Box 1358, Hot Springs, AR 71901 ($.50).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Case Studies; Counseling Techniques; *Counselor Training; Diagnostic Tests; Disabilities; Interviews; Learning Modules; Medical Evaluation; Planning; *Profiles; *Rehabilitation Counseling; *Skill Development; *Training Methods; *Vocational Rehabilitation

This paper is a sample case study for the second in a series of instructor-assisted training modules for rehabilitation counselors, supervisors, and graduate students. This case file for the second module focuses on the counseling skills needed for rehabilitation of the severely disabled and provides an illustration of the rehabilitation/goal-setting process, i.e.: (1) obtaining necessary knowledge during the intake interview and from medical evaluations; (2) planning psychological and vocational evaluations for the severely disabled; (3) processing client evaluation data; and (4) setting goals with the client. This sample client's file presents the intake interview summary, results of medical reports, and a work evaluation form rating general abilities, personality characteristics, proficiency in physical task performance, and work aptitudes and behaviors. Other forms include the results of test scores, specific vocational and rehabilitation goals and recommendations, and supporting evaluation data. (MCF)

ED218563 CG016063

Matthews, Doris B.

Alpha Training: A Technique for Changing Behavior in Children and Adults.

Pub Date Oct 81

Note-31p.; Paper presented at the Southern Regional Conference of the American Mental Health Counselors Association (Nashville, TN, October 30 - November 1, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement; Adults; Age Differences; *Behavior Change; Behavior Patterns; *Biofeedback; Children; *Counseling Techniques; Psychotherapy; *Relaxation Training; Secondary Education; State of the Art Reviews; *Stress Variables; *Training Methods

Identifiers-*Alpha Training

Several counseling methods have attempted to help individuals change their behavior patterns. Techniques that teach control of the internal functions of the mind, body, and emotions are designed to allow the individual to reach his/her potential. Alpha training is one such method that is concerned with a brain wave pattern yielding an alert, non-focused but relaxed state. Because there appear to be differences between brain wave patterns of adults and children, counselors should be careful in their considerations of the client as a unique individual. Alpha training appears to be helpful as a stress management technique, but its relationship to achievement is inconclusive. In a recent study of alpha wave patterns, wrist temperature, and the use of autogenic relaxation training with middle school students no significant differences were found between experimental and control groups who were learning French. However there was a dramatic difference in retention: students who received relaxation training dropped out of the French class at a much lower rate. These findings suggest that a major use for alpha training is in the area of psychological self-exploration. (JAC)

ability children, dialogue competence preceded monologue competence, which was not the case for the moderate reading ability child. In addition, the high and low reading ability children employed more inner speech than did the moderate ability child. The findings suggest that examining the dialogue and monologue performances of prereading children can provide valuable information about emergent reading ability. They also show that for some children, intrusions of inner speech are important signs of the degree of internalized speech forms. (FL)

ED218606 CS206858

Paquette, Jerry James

The Influence of Sense of Audience on the Writing Processes of Eight Adolescent Boys.

Pub Date [81]

Note-42p.; Research prepared at London University.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adolescents; Case Studies; *Expressive Language; Interpersonal Relationship; Language Usage; Males; Research Methodology; *Student Attitudes; *Student Teacher Relationship; *Writing Processes; *Writing Research

Identifiers-*Audience Awareness; Journal Writing; Theory Practice Relationship

Participant-observer and case study research designs were used during the course of a 17-month-long study that sought (1) to determine the influence of sense of audience on the writing processes of eight adolescent boys and (2) to develop and explore effective research procedures that might provide insights into the writing processes and emphasize the potential relationship between good teaching and research. The case studies revealed that audience awareness had the effect of directing the subjects' dependence away from an individually devised, inconsistent, and confusing "trusted strategem," to a willingness to learn conventional strategies. In addition, it influenced the writers to draw on their expressive language, encouraged them to interrelate the entire range of language functions, enhanced the fluency of writing to facilitate a sense of two-way language convergence that paralleled the subjects' oral language situations, fostered the subjects' individual interests in extending their language use, and promoted and strengthened the interrelationships between the expressive language function and content incorporation. Another important discovery was that none of the boys construed their respective teachers as being genuine readers or real people with whom they were making contact through writing. (HOD)

assumptions producing the miscues. Since error analysis can evaluate miscues involving literal, textual, and contextual meaning and offer suggestions concerning how to improve a writer's individual composing procedure, it should be considered as a process-oriented method of evaluating both the composing process and its products. (HOD)

The findings challenge the "conventional wisdom" that regards the communicative competence construct as a categorical rather than a variable aspect of language behavior. (FL)

revision and proofreading; (11) developmental/remedial writing; (12) gifted writers; (13) computers and writing; (14) writing in the content areas; (15) integrating reading and writing; (16) evaluating writing; (17) theory and research on writing; and (18) curriculum guides and course descriptions. A subject index using terms from the "Thesaurus of ERIC Descriptors" provides another avenue of approach to the literature. (HTH) relative to either group or interpersonal communication apprehension; however, significant differences were found between male and female in the meeting and public communication contexts, with the females displaying higher levels of apprehension. There was actually less frequency of high communication apprehension in basic students than in regular college students, though the differences between the two populations was not found to be significant. A possible explanation for the results is that certain high school subpopulations utilize communication skills to make up for academic deficiencies. Identifying further subcategories in the underprepared student population could lead to new classroom strategies in the teaching of these groups. (JL)

ED218711 EA014721

Evertson, Carolyn M.; Emmer, Edmund T.

Preventive Classroom Management.

Association for Supervision and Curriculum Development, Alexandria, Va.
Pub Date 82
Note-30p.; Chapter 1 of "Helping Teachers Manage Classrooms" (EA 014 720). For related documents, see EA 014 720-728.
Available from-Not available separately; see EA 014 720.
Document Not Available from EDRS.
Descriptors-Behavior Development; *Behavior Standards; *Classroom Techniques; *Discipline; Discipline Policy; Discipline Problems; Elementary Secondary Education; Planning; Prevention; Student Behavior; Student Teacher Relationship; Teacher Behavior; *Teacher Role

This chapter of "Helping Teachers Manage Classrooms" presents strategies and processes that teachers can use to establish well-managed classrooms. These recommendations are based on the results of year-long descriptive studies of the management methods used by third grade teachers and by seventh and eighth grade English and mathematics teachers. Before the school year begins, management planning should include determining expected student behaviors, translating those expectations into procedures and rules, and identifying consistent and reasonable consequences for either failing or succeeding in following the rules. During the first part of the school year teachers should explain rules clearly, systematically, and at appropriate times; should involve children in easy tasks providing high success rates; should avoid small group formats or complex procedures until behavior patterns are established; and should expect to review procedures several times. The system can be maintained through a process of monitoring student behavior, managing inappropriate behavior in straightforward and simple ways, and developing student accountability through clear two-way communications. (Author/PGD)

Fourteen appendices are gathered in this companion volume to a report summarizing the second year of a 3-year evaluation project focusing on three Utah programs funded under Title IV of the Elementary and Secondary Education Act. The appendices all relate to one of the three programs, Title IV-Part C (IV-C), which allocates funds for the adoption or development of programs by local education agencies (LEAs) to meet their own needs. One appendix lists the IV-C projects adopted or developed by Utah LEAs, giving the project name, the school district, the funding amount, and the names of project staff members. Six appendices provide questionnaires and interview schedules used by the evaluators to study LEA involvement in IV-C programs, the degree of innovativeness of Utah districts, continuation of programs begun under IV-C, and LEA staff perceptions of IV-C operations and effects. Another four appendices present the official "Request for Proposals" developed for fiscal 1982, a model IV-C proposal, and materials for reviewing and rating proposals. Copies of guidelines for local IV-C project directors and a model final report on a IV-C project are contained in three other appendices. (RW)

ED218751 EA014779

Holmes, Mark

School Control--What, How and Why.

Pub Date Jun 81

Note-47p.; Paper presented at the Annual Meeting of the Canadian Association for the Study of Educational Administration (Halifax, Nova Scotia, Canada, June 1-4, 1981).

Available from-Not available separately; see EA 014 774.

Document Not Available from EDRS.

Descriptors-Administrator Role; *Educational Objectives; Educational Philosophy; *Educational Principles; *Input Output Analysis; *Outcomes of Education; School Organization; Social Exchange Theory

Identifiers-*Ideology

School administrators can get a better idea of what their purpose is by examining, first, what schools achieve; second, how schools function; and, third, why they function. A school's production function (what it achieves) involves many specific functions, but they all are a product of the relationship between school inputs and outputs. Inputs include social and cultural background, teacher variables, and school-level influences; outputs comprise student behavior. The second issue (how schools function) requires looking at schools as social organizations, using such concepts as structural functionalism and social exchange theory. Social exchange theory, especially, is useful for input-output analysis of schools and for administrators' efforts to improve school effectiveness, since the theory stresses the types of social-contract obligations--be they implicit or explicit, collective or individual--involved in a social organization. Finally, looking at schools in an ideological or philosophical framework helps connect the first two issues and answer the question of why schools (and administrators) function. Ideological assumptions are needed to provide both the goals of educational administration and a conception of what administrators and schools "ought" to be doing regarding the social contract, freedom, order, and education for what is good. (Author/PW)

ED218771 EA014799

Mosley, Charlotte Graff

The Role of Women as Educational Leaders in the Public Schools.

Pub Date Jun 82

Note-50p.; Submitted in partial fulfillment of requirements for course S591-Exit Project, Indiana University at South Bend.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrators; Affirmative Action; Annotated Bibliographies; Civil Rights Legislation; Elementary Secondary Education; Employed Women; *Employment Patterns; *Employment Practices; Employment Programs; Equal Opportunities (Jobs); Federal Legislation; *Females; *Job Performance; Sex Bias; Sex Differences; Sex Discrimination; Sex Stereotypes; *Social Attitudes

The annotated bibliography describes the content of 71 documents treating the role of women as public school administrators. Of the documents, 16 discuss current trends in the employment of women as administrators, 28 concern the attitudes and perceptions of society concerning the presence of women in leadership positions in education, 13 review studies of the performance of women in administrative roles, and 14 analyze programs and procedures for increasing the representation of women in educational leadership. The compiler introduces the bibliography with a brief history of the role of women in education, describes the research effort prompting development of the bibliography, and defines critical terms. The bibliography concludes with a brief summary of the major implications of the literature reviewed and presents nine recommendations addressed to the educational establishment, to government agencies, and to women regarding policies for increasing the participation of women in educational leadership. (PGD)

ED218791 EA014819

Handley, W. Harold

Summary of Readings on Advantages and Disadvantages of the Junior High School and of the Middle School (Research and Literature in General).

Utah State Office of Education, Salt Lake City. Div. of Curriculum and Instruction.

Pub Date Jun 82

Note-53p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Institutional Characteristics; Institutional Evaluation; Intermediate Grades; *Junior High Schools; *Middle Schools; *School Organization

As an aid and reference for administrators, quotes and extracts from 122 documents have been assembled by the author to summarize the arguments over the relative merits of junior high schools as opposed to middle schools. The materials are drawn from a literature search of the ERIC system, the National Diffusion Network, library resources, and journals. Section 1 presents quotes from research studies and opinion pieces giving 32 advantages of junior high schools. Section 2 responds with 31 quotes mentioning the disadvantages of junior high schools. Middle schools' advantages are put forward in 23 quotes in section 3, while the fourth section volleys back with 37 quotes noting the disadvantages of middle schools. The final section sums up the argument with ten lengthier quotes and a chart that contrasts the emphases of middle schools and junior high schools. The references are listed in numbered order at the end of the document. (Author/RW)

Programs; *Legal Responsibility; School Law; *Special Education; State Legislation; State Standards
Identifiers-Board of Education Members

Each local board of education and its committee on the handicapped are responsible for serving children who need special education. To assist school board members, this revision of a 1980 publication discusses the legal responsibilities of the boards and committees under Article 89 of the New York State Education Law and Part 200 of the Rules and Regulations of the state's Commissioner of Education. After a brief introduction, the document presents a point-by-point overview of board and committee responsibilities, along with an index to the relevant sections of the law and the regulations. A short examination of the board's relationship to the committee is followed by a discussion of the board's role in locating and identifying children who need special education; developing individualized education programs; assuring nondiscrimination and children's access to special education in the least restrictive environment; providing due process; monitoring policy implementation; and providing staff training. A checklist is presented to help board members assess the status of their district's policies, procedures, and guidelines regarding handicapped children. The final section describes resources available through the New York State Education Department's 46 Special Education Training and Resource Centers. (Author/RW)

Handicapped Children Act, were examined. Ninety-three personal and telephone interviews were conducted in 10 areas: 5 Master Plan Special Education Service Regions (SERS) and 5 "in transition" areas (Departments of Mental Health, Health Services, Developmental Services, and Rehabilitation). Questions asked of staff members touched on such topics as the type of relationship with the other agency, effects on services to students, and needed changes. Despite a lack of summary statistics, major conclusions were drawn from interview responses, including that most respondents reported they had not observed any local impact resulting from the state interagency agreements; most areas had not completed local agreements, which were seen as having limited benefits; most reported that funding levels made more of a difference in services than local agreements did; a major benefit of agreements was the process of its development rather than its content, due to the aid in understanding each agency's capacities and limitations; and agreements were viewed as most useful in joint operation of programs or expansion of services for students previously served by another agency. The desire to change and cooperate were noted as the most important element of agreements. The most frequently suggested change for all of the state agreements was that they be written more specifically and clearly. Rural area respondents cited fewer benefits in developing local agreements than staff from urban or suburban areas. (CL)

ED218855 EC143117

Makas, Elaine, Comp.

Attitudes & Disability: An Annotated Bibliography, 1975-1981.

George Washington Univ., Washignton, D.C. Regional Rehabilitation Research Inst. on Attitudinal, Legal and Leisure Barriers.

Spons Agency-George Washington Univ., Washington, D.C. School of Education.; National Inst. of Handicapped Research (ED), Washington, DC.

Pub Date Aug 81

Grant-G008005333

Note-375p.

EDRS Price - MF01/PC15 Plus Postage.

Descriptors-Adjustment (to Environment); Annotated Bibliographies; *Attitude Change; Attitude Measures; *Attitudes; Cerebral Palsy; Community Attitudes; *Disabilities; Educational Attitudes; Emotional Disturbances; Employer Attitudes; Employment; Epilepsy; Family Relationship; Hearing Impairments; Intervention; Law Enforcement; Learning Disabilities; Mental Retardation; Physical Disabilities; Social Attitudes; Social Workers; Special Health Problems; Teacher Attitudes; Theories; Visual Impairments

The annotated bibliography contains approximately 1,000 citations (1975-1981) dealing with attitudes related to disability. In addition to a brief annotation, entries include information on author, title, source, date, and pagination. Citations are classified according to the following topics: specific disabilities (cardiovascular impairment, cerebral palsy, epilepsy, hearing impairment, learning disabilities, mental illness, mental retardation, mobility impairment, visual impairment); attitudes of disabled persons/adjustment to disability; of family members; of educational professionals/attitudes related to education; of employers/attitudes related to employment; of legal and law enforcement professionals/attitudes related to law; of medical and mental health professionals; of rehabilitation and social work professionals; of children and adolescents; of the general public; specific intervention strategies/programs for inducing attitudinal change; theories related to attitudinal development and change; and instrumentation for measuring attitudes. (CL) an individual basis, to insure their adjustment to community life styles. A list of references, a schema of alternative living arrangements in the deinstitutionalization process, and tables with statistical data conclude the document. (Author/SB)

ED218902 EC143167

Willard, John; And Others

Collaborative Working Relationships to Meet Classroom Needs.

Pub Date Apr 82

Note-13p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session W-25). Best copy available.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Consultants; *Consultation Programs; English Instruction; High Schools; *Inservice Teacher Education; Mathematics; *Mild Disabilities; *Models; Program Descriptions; Team Teaching

The paper describes the Interactive Model for Professional Action and Change for Teachers (IMPACT), a collaborative project based on a consulting teacher model which provides inservice classroom based inservice training for teachers and individualized instruction for high school students with mild handicapping conditions. The model incorporates three levels of inservice teacher training: workshops (arranged by the consulting teachers in response to the basic competency areas identified by groups of teachers); courses (offered for graduate credit by the consulting teachers in areas which include learning strategies, curriculum development, and behavior management); and consultation (provided in the form of team teaching between regular and special educators). The IMPACT program in an English department and in a math department exemplified competency training and use of the workshop for inservice training. It is concluded that the model of collaboration between regular and consulting teachers utilized five components in inservice training (theory, demonstration, practice, feedback, and coaching) and resulted in both effective staff development and actual change in the classroom. (SB) with relevant implications being drawn for possible improvements in Peace Corps practices. The recommendations section further develops suggestions made in the course of the report. References and relevant documents conclude the volume. (Author/AMH)

the standard Chinese language, and the identification of Chinese tone. The PLATO work has shifted its orientation from provision of supplementary courseware to implementation of independent lessons and experimentation with computer technology for Chinese. The Chinese characters have to be specially designed and referenced because it is not possible to associate an individual symbol with a key on the keyboard. Since the characters are composed in the correct stroke order, they can be used to teach the student how to write each of them. A program has been developed that can recognize a test sample of 150 hand-drawn characters. The user writes a character with a finger on the screen, pausing between strokes. Seven possible strokes and the numbers associated with them are identified. The input stroke pattern is searched in the database of stroke patterns for the best match. The synthesis program takes prestored or typed-in strings in Chinese pinyin, converts them to Votrax phoneme and pitch codes, and then routes the codes to the synthesizer for speech production. A pitch extracting device constructed locally and interfaced with PLATO has been used in an experiment on automated recognition of Chinese tones. The hardware modifies the input wave form and counts the length of time between peaks. The time is stored in the memory and then sent to the PLATO computer for processing. Since Chinese is a contour tone language, the shape of the tones is taken into consideration in the identification process. (SW)

Descriptors-Auditory Discrimination; *Class Activities; Cultural Context; *English (Second Language); Listening Comprehension; *Listening Skills; Postsecondary Education; Secondary Education; *Second Language Instruction; *Skill Development

Auditory Comprehension is a skill which must be developed by second language learners if communicative competence is to be achieved. While most programs treat the rudimentary aspects of listening skills with rather mechanical drills, exercises to develop this skill in more advanced stages are usually not included. However, with the trend toward the development of communicative competence as a major aim of second language programs, the need for more sophisticated listening activities than have previously been used becomes obvious. Analysis of how listening comprehension takes place reveals that the learner/listener goes through an active cognitive process decoding messages. Exercises and activities can be designed to help learners grasp specific information from messages; other activities lead learners to a point where they are capable of understanding globally what they have heard. This paper stresses the practical elements that teachers can use to aid their students in developing aural comprehension. A series of exercises and activities is included which can be undertaken in classroom situations to develop both specific and global listening comprehension. (Author/AMH)

through dialogues, songs, and games. German is contrasted with English to relate the language experience to other aspects of the curriculum and to motivate students toward subsequent foreign language study. The approach is informal. Specific techniques include: choral repetition, individual repetition, listening to the teacher and to recorded voices, listening to dialogues and stories, grammar development and drills, dialogue practice, singing songs, reading labels, reading and writing simple sentences, writing letters and invitations, memorizing dialogues/poems/songs, reading simple books and magazines, learning about German holidays, and learning about Germany and ways of life. The time available for the program is usually 20 to 30 minutes, once or twice a week. Suggested materials are listed. Guidelines for teachers and volunteers are offered, and a suggested lesson plan format for a 30-minute class is presented. Materials on the following topics are included: self-introduction; greetings; expressions; colors and numbers; parts of the body; clothing; days of the week, months, and seasons; telling time; vocabulary; the family; and boys' and girls' names. (SW)

ED218460 CE032218

Brown, Karen
The Older Adult as Teacher.
Wisconsin Univ., Madison. Faye McBeath Inst. on Aging and Adult Life.
Spons Agency-Administration on Aging (DHHS), Washington, D.C.
Pub Date 81
Grant-AoA-90-A-1613
Note-16p.; For related documents see CE 032 219-221.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Education; Adult Educators; Educational Background; Educational Research; Lifelong Learning; *Older Adults; *Peer Teaching; *Teacher Attitudes; *Teacher Motivation; *Teacher Role
Identifiers-Community Learning Centers

The project, "Community-Based Learning Centers for Older Adults," studied the nature of the older adult teacher and his/her motivations and perceptions of the experience. Data were collected during in-depth interviews with 23 older adults who had taught in a community-based learning center. Interviewee comments were treated as incidents and coded according to properties indicated. Properties precipitated categories representing conceptual elements. Relationships between categories suggested potential hypotheses, including (1) willingness to share skills or knowledge will be perceived as having no direct correlation to formal education training and teaching experience; (2) the more extensive a person's reported history of community participation, the more likely she/he will be to teach; (3) a decision to teach based on altruism and peer orientation will be perceived as a reason to teach more often by older adults with less education and teaching experience; (4) transmission of knowledge will be seen as a reason to teach more often by older adults with formal education training and teaching experience; (5) fellowship and self-actualization will be perceived as benefits by more teachers in an age-segregated rather than age-integrated setting; and (6) teachers in age-segregated settings will view their educating roles as helper or friend more often. (YLB)

ED218500 CE0[illegible]143

Rogers, Sandra K.; Dahlberg, Maurine F.

1982 Texas Competency Validation Project for Auto Mechanics, Diesel Mechanics, Office Occupations, Printshop Trades, and Welding. Final Report.

Central Texas Coll., Killeen.
Spons Agency-Texas Education Agency, Austin.
Pub Date 30 Jun 82
Note-48p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Auto Mechanics; Educational Research; *Job Skills; *Office Occupations; Office Occupations Education; *Printing; State Surveys; Trade and Industrial Education; *Validity; *Welding
Identifiers-Competency Validation (Occupations); Printing and Publishing Occupations; *Texas

This report documents a statewide competency validation project to provide current information about job skills considered "important to know" by Texas industrial experts in the areas of auto mechanics, diesel mechanics, office occupations, print shop trades, and welding. Section 1 describes the steps used to conduct the study and provides a standardized process for conducting future studies at the local or state level. Guidelines are also given for developing performance objectives and performance test materials for the validated skills. Section 2 discusses the validated competency lists and the performance objectives and assessments which were developed by the project team. Specific materials contained in this section of the report are the lists of validated job skills which employers in the survey designated as "important to know". (YLB)

ED218519 CE033200

Wallace, Virginia

Shopping. An Adult Competency Education Learning Module.

Montclair State Coll., Upper Montclair, NJ. Resource Dissemination Center.

Spons Agency-New Jersey State Dept. of Education Trenton. Bureau of Adult, Continuing, Community Education.

Pub Date 78

Note-95p.; For related documents see CE 033 201-205.

Available from-National Adult Education Clearinghouse, Montclair State College, Upper Montclair, NJ 07043 ($4.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Education; Behavioral Objectives; *Competency Based Education; *Consumer Economics; Consumer Education; Consumer Protection; Course Descriptions; Learning Activities; Learning Modules; Lesson Plans; Mathematics Instruction; *Merchandise Information; *Money Management; Pretests Posttests; *Purchasing

Identifiers-Adult Performance Level

This instructional unit on shopping is one of six Adult Competency Education Learning Modules designed for use in a program of competency-based instruction for students with reading levels of 4.0-7.5. It is self-contained and designed for immediate classroom use. Each module is a complete instructional package, including Adult Performance Level objectives, curriculum outline, pre/posttest with answer key, lesson plans, teacher and student activities, skill documentation, informational materials, and worksheets. A developmental math curriculum is incorporated into the module. To facilitate use of the modules in a math program, all math worksheets are presented at four varying levels of ability. A key to the math worksheet levels is provided. The nine lessons in this module cover these topics: Introduction, Figuring Prices, Price Per Serving, How Do You Rate as a Careful Shopper?, Open Dating, Labels, Unit Pricing, Computerizing Supermarket Check-Out, and Field Trip. (YLB)

ED218586 CS006718

Yellin, David

Left Brain, Right Brain, Super Brain: The Holistic Model.

Pub Date Mar 82

Note-15p.; Paper presented at the Annual Meeting of the Oklahoma Reading Council of the International Reading Association (28th, Lawton, OK, March 12-13, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Biofeedback; *Cerebral Dominance; Educational Experiments; Feedback; *Holistic Approach; *Learning Processes; *Learning Theories; Oral Reading; *Psychoeducational Methods; Psychological Studies; Reading Improvement; *Reading Instruction; Reading Programs; Silent Reading

Identifiers-*Lozanov Method; Yoga

Recent discoveries about the whole brain seem to call for a holistic approach to learning, one in which educators would teach the whole person, including physical and emotional states as well as cognitive abilities. Three holistic techniques are particularly relevant to education: (1) biofeedback; (2) yoga; and (3) the Lozanov method. Biofeedback can help students enhance their concentration powers; yoga can help students achieve a relaxed yet concentrated state, and the Lozanov method of "suggestology" uses background music and softly spoken information to create a state of physical relaxation and mental alertness whereby a student can absorb information at a much higher rate than is otherwise possible. Using the American version of the Lozanov method, the Suggestive-Accelerative Learning and Teaching (SALT) approach, learning disabled students in Dekalb, Georgia, made impressive gains in oral and silent reading; affective results were equally impressive. A second experiment in Iowa also produced gains, especially in affective areas. These studies indicate that holistic education has the potential to become a great learning force in the future. (JL)

ED218627 CS207010

Sutherland, John C.

The Effect of Humor on Advertising Credibility and Recall.

Pub Date Jul 82
Note-16p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Advertising; Comparative Analysis; Credibility; *Humor; Mass Media Effects; *Media Research; Radio; Recall (Psychology)
Identifiers-*Audience Response

A study examined the effect of humor on the perceived credibility, character, and authority of an advertisement and on the recall of that advertisement. Two groups of subjects each heard two radio spot announcements, one humorous and one serious. Two different products were advertised, so that the first group of subjects, 117 college advertising students, were exposed to a serious commercial for one product and a humorous spot for the other, while the second group, 132 students, heard the opposite. The humorous and serious versions of each advertisement were identical in situation, product information, basic sales appeal, and number of times the product name and slogan were mentioned. Subjects then filled out a questionnaire that solicited information on their perception of the commercials' credibility, authoritativeness, and character, as well as their retention of the message. The results indicated that there was a significant difference between the two groups for each ad on the perceived humor of the message, however, no difference in the subjects' ability to recall copy points was found between the humorous and serious messages. Subjects rated the serious versions more credible than the humorous versions. The results suggest that the use of humor will have little effect on recall, and that a serious message is likely to be judged more credible and to have more authority than a humorous ad. (HTH)

ED218648 CS207071

Reed, Linda, Ed.; Ward, Spencer, Ed.

Basic Skills Issues and Choices: Issues in Basic Skills Planning and Instruction. Volume 1.

CEMREL, Inc., St. Louis, Mo.

Spons Agency-Department of Education, Washington, DC. Basic Skills Improvement Program.; National Inst. of Education (ED), Washington, DC.

Pub Date Apr 82

Contract No-300-80-0611

Note-208p.; For related document see CS 207 072.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Basic Skills; Curriculum Development; Educational Administration; Educational Cooperation; Educational Improvement; *Educational Research; Elementary Secondary Education; Inservice Teacher Education; *Literacy Education; Minimum Competencies; Minimum Competency Testing; *Program Content; *Program Development; Teaching Methods

Identifiers-Theory Practice Relationship

Resulting from a project involving district, state, and federal educational agencies, the papers in this, the first of two volumes, are intended to provide information from research and practice that can help school districts in their efforts to make decisions about goals and methods of basic skills instruction. The topics of the papers in the volume were chosen in response to three major concerns: Should basic skills be thought of as minimal competencies? Should they be taught in isolation from each other and from the rest of the curriculum or integrated in some way? and, What can be done to help assure that an emphasis on basic skills instruction will lead to improvements in educational practice and student outcomes? Specific topics covered in the 18 papers include (1) classroom management, (2) integrating the basic skills through the content areas, (3) putting the basic skills in context, (4) state leadership in basic skills, (5) learning in real-life contexts, (6) the nature of "basics," (7) basic skills for the world of work, (8) skills for the future, (9) planning and management of instruction, (10) making choices in basic skills instruction, (11) characteristics of successful basic skills programs, and (12) skill definition in state competency testing programs. (FL)

ED218669 CS207114

Teaching of Writing: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1982 (Vol. 42 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date 82
Note-14p.; Pages may be marginally legible.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies; Anxiety; *Doctoral Dissertations; Elementary Secondary Education; Error Patterns; Higher Education; Interdisciplinary Approach; Prewriting; Sentence Combining; Teaching Methods; *Writing Evaluation; *Writing Instruction; *Writing Processes; *Writing Research; *Writing Skills
Identifiers-Writing Apprehension

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 23 titles provide information on a variety of topics, including the following: (1) voice and the fictional narrative; (2) the effects of oral response groups before and after rough drafts on writing achievement and apprehension; (3) an interdisciplinary approach to teaching freshman composition; (4) oral history in the college composition classroom; (5) learning centered writing as a teaching method; (6) the effect of sentence combining practice on the reduction of syntactic errors in basic writing; (7) the one-to-one student writing conference; (8) the influence of freshman English on college students' writing skills; (9) writers who teach; (10) the development of analytic discourse; (11) the development and instructional facilitation of whole-text planning in children's story writing; (12) the construction of an instrument to measure written content in personal journals; (13) composing process case studies, their implications for teaching, and their role in model building; and (14) textual linkages. (FL)

ED218691 CS503893

McDermott, Virginia; Baker, Deborah

Toward a Conversational Analysis of Self Disclosure: A Transactional Approach. Revised.

Pub Date Apr 82

Note-21p.; Paper presented at the Annual Meeting of the Central States Speech Association (Milwaukee, WI, April 15-17, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Patterns; *Communication (Thought Transfer); Communication Research; Interaction; *Interpersonal Relationship; *Speech Communication

Identifiers-*Interpersonal Communication; *Self Disclosure

Self-disclosure may be viewed through the framework of the role-taking processes by which we come to know ourselves and to be known to others. Because individuals ground utterances contextually, in anticipation of another's responses and according to the prescriptions of the situation itself, self-disclosure is more likely to be flexibly scripted than spontaneous. The definition of a situation is emergent and negotiable; consequently, self-descriptive statements are emergent and negotiable as identity claims within a framework of the shared understanding of the relationship that exists between the dyadic partners. Given a particular context with its attendant cues, the self-disclosure of an interactant can be tracked by examining (1) the level of abstraction of a self-descriptive statement; and (2) the impact of that statement as an identity claim that can be determined by examining the conversation for cues to the relational claim that the interactants make upon each other. By examining the identity claim within the emerging meaning of a conversation we can track in an exploratory fashion the relational claim that is being proffered, accepted, or rejected. This interactive view of disclosing behavior provides a theoretical framework for further research consistent with some fundamental tenets of interpersonal communication. (JL)

ED218878 EC143143

Waldstein, Arnold, Ed.; Pelz, Ruth, Ed.

Developing Collaborative Relationships: A Key to Disseminating Early Childhood/Special Education Models.

National Association of State Directors of Special Education, Washington, D.C.; Western States Technical Assistance Resource, Monmouth, Oreg.

Spons Agency-Special Education Programs (ED/OSERS), Washington, DC.
Pub Date 82
Contract No-300-80-0753
Note-30p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Agency Cooperation; *Delivery Systems; *Disabilities; Early Childhood Education; *Information Dissemination; Intervention; Models; *State Programs
Identifiers-*National Diffusion Network Programs

The booklet documents the activities of Special Education Programs (SEP) and the National Diffusion Network (NDN) to build cooperative efforts between the two agencies in disseminating effective models for early intervention with the handicapped. Part I explains the historical network of the subnetwork, details the formal agreements, and presents results of a conference to assess the strengths and weaknesses of the system and to develop cooperative/coordinative plans for the future. Six major areas for potential collaboration (training, technical assistance, resource banks, referral systems, evaluation, and awareness) are presented in tables which cover each area in terms of their definitions, potential benefits, and suggested activities. Part II presents state efforts and shows how collaborative networking worked for each of the five participating states: Colorado, Illinois, Maine, Ohio, and Washington. Appended are a list of conference participants and a memorandum of understanding drawn between the NDN and Divisions of the Bureau of Education for the Handicapped (now the Office of Special Education) concerning Joint Dissemination Review Panel Projects. (Author/SB)

ED218925 FL012931

Takala, Sauli

New Orientations in Foreign Language Syllabus Construction and Language Planning: A Case Study of Finland. Bulletin 155/1980.

Jyvaskyla Univ. (Finland).

Report No-ISBN-0951-678-419-4

Pub Date 80

Note-63p.; Produced by the Institute for Educational Research. Figure 4 has been omitted because of poor reproducibility.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Curriculum Development; Finnish; Language Enrollment; *Language Planning; Models; *Modern Language Curriculum; Official Languages; *Second Language Programs; Swedish; Teaching Methods

Identifiers-*Finland

A report is presented of work in syllabus construction and language planning in Finland from the middle of the 1960s to the present. An introductory chapter describes Finland's parallel educational systems, which provide for speakers of the two official languages, Finnish and Swedish, and for instruction in the other national language as well as other foreign languages. The second part of the report deals with factors affecting syllabus construction, with emphasis on how the curriculum should be constructed, who should construct it, for what audience, and the status it should have. The remainder of the report treats recent developments. The history of syllabus development during the past two decades is traced. The major development in the 1960s was the extension of language instruction to the primary grades. The discussion of the 1970s centers on higher education, the upper secondary school syllabus for nongraded teaching, the common core syllabus for comprehensive secondary schools, a course-based upper secondary school syllabus, and revision of the common core syllabus. The last part of the report deals with the need for models of the teaching system and with general policy for the development of language teaching. (AMH)

ED218417 CE030853

Brown, Linda Keller

The Woman Manager in the United States. A Research Analysis and Bibliography.

Business and Professional Women's Foundation, Washington, D.C.

Pub Date 81

Note-89p.

Available from-Business and Professional Women's Supply Service, Inc., 11722 Parklawn Dr., Rockville, MD 20852 ($5.50).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administration; Adults; Affirmative Action; Bibliographies; *Career Development; Career Education; *Females; Literature Reviews; *Management Development; *Managerial Occupations; *Sex Discrimination; *Social Influences; Stereotypes; Wages

Identifiers-Dual Career Family; Impact; United States

This review essay analyzes the present research on women as managers and executives in business, commerce, and industry in the United States. The nine sections of the essay cover the following topics of potential interest to researchers and businesswomen: the historical contributions of women to the development of management, the social forces contributing to change in the situation of female executives, the current status of women managers, the training and availability of women for managerial positions, stereotypes of manager characteristics and the resulting differential treatment of female managers, the effects of affirmative action, career development and career strategies, the profile of the successful woman executive, and the social and business impact of dual-career lifestyles. Each section presents and critiques current knowledge on the topic, explores areas of controversy, and suggests aspects needing more research or fresh insights. All citations in the footnotes are listed in abbreviated form in the Notes following each section. A bibliography contains complete citations. (YLB)

ED218440 CE031882

Thomas, Robert E.; Rosove, Bruce
PLACE: Guided Steps to Employment Readiness. Counsellor's Manual.
Canada Employment and Immigration Commission, Ottawa (Ontario). Occupational and Career Analysis and Development Branch.
Report No-CEIC-WH-7-137E
Pub Date 81
Note-151p.; For related documents see CE 031 883-890.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Adults; *Career Counseling; Career Education; Counselor Role; *Diagnostic Teaching; *Employment Counselors; *Employment Potential; *Employment Problems; Employment Qualifications; Employment Services; Guides; Individual Needs; Job Search Methods; Job Skills; Occupational Aspiration; Occupational Information; *Problem Solving; Work Attitudes
Identifiers-Canada; *PLACE (Program)

This counselor's manual provides step-by-step information on the use and administration of PLACE, a diagnostic and prescriptive aid in employment counseling, with clients. (Client materials are available separately.) It is divided into two "books." Book 1 contains materials concerning PLACE as a whole. Chapter 1 overviews PLACE, its purposes, settings, methods of administration and counselor's role. Chapter 2 considers the make-up of PLACE: a model of employability, components (four workbooks, four sourcebooks, and directory), and definitions of topics. Chapter 3 focuses on the PLACE process. Identifying clients who can benefit from PLACE is the topic of chapter 4. Suggestions for using PLACE with groups is discussed in chapter 5. Book 2 of the manual describes Parts A/B, C, D, and E of PLACE. Separate chapters contain a description of the use of each part with clients and reference material on the relevant employability topics. Topics of the four parts are Identifying Your Occupation/Fitting the Requirements, Getting the Job, Doing Well on the Job, and Personal Needs. Appendixes include a Solution Planning Guide to help clients identify, assess, and choose solutions to employment problems; suggested background reading; and a paper, "Client-Focused Counselling Objectives." (YLB)

ED218479 CE032844

Reference Guide for Evaluation of School Lunch Training. Revised.

Georgia State Dept. of Education, Atlanta. Office of Administrative Services.

Pub Date 81
Note-54p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Evaluation Criteria; *Evaluation Methods; Evaluation Needs; *Food Service; *Lunch Programs; Personnel Evaluation; Postsecondary Education; *Program Evaluation; Quality Control; *Training Methods
Identifiers-Georgia

This reference guide for evaluation of school lunch training is a revision of a United States Department of Agriculture guide that was published in 1961. The guide is designed to help school administrators evaluate the training acquired by school lunch program personnel that is provided in training sessions for these persons. The booklet contains four chapters. Chapter 1 provides a rationale for evaluating school lunch training. It defines evaluation, shows why to evaluate, and identifies steps necessary in developing an evaluation program. In chapter 2, what evaluation includes is explained, with definitions of what to evaluate, guidelines on when to evaluate, and insights on how to select instruments for evaluation participants. The explanation of what evaluation includes is continued in chapter 3, which focuses on evaluating the training program. The chapter clarifies the importance of evaluating training programs, identifies factors to consider in preplanning training programs, and establishes criteria that should be considered in planning and evaluating training. The final chapter explains how to interpret and use the evaluation findings. The guide also contains a glossary, sample forms to use in evaluation, and a bibliography. (KC)

ED218732 EA014743

Heddinger, Fred M.; Oravitz, Joseph V.

SMART: School Management Appraisal Rating Technique. A Compensation and Performance Appraisal Plan for School Administrators. Revised.

Pennsylvania School Boards Association, Inc., Harrisburg.
Pub Date 82
Note-69p.; Some figures ("exhibits") may reproduce poorly due to small print of original document. For a related document, see ED 083 729.
Available from-Publications, Pennsylvania School Boards Association, 412 North Second Street, Harrisburg, PA 17101 ($4.00; orders of $10.00 and under prepaid; quantity discounts).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrative Organization; *Administrator Evaluation; Administrator Responsibility; *Administrators; Board of Education Policy; *Compensation (Remuneration); Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Graphs; Job Performance; Occupational Information; Records (Forms); *Salaries; Tables (Data)
Identifiers-*Pennsylvania

A 1982 revision of a 1972 publication, this handbook aims to provide a process that school boards can use to evaluate management performance and set administrator salary and compensation schedules. Following a brief introduction, the first two sections note the problem of public criticism of school administrator salaries and review several suggested formulas for setting administrative salaries. The third section outlines the School Management Appraisal Rating Technique (SMART) plan. SMART is a multistep process, using evaluation teams and rating scales, that includes administrative position descriptions, an organization chart, determination of each position's level of responsibility and salary range, job performance appraisal criteria, and board-established management objectives. Sample forms and scales are depicted. Guidelines for developing superintendent compensation plans are presented in the fourth section, while the fifth section reviews compensation plans in three Pennsylvania districts: West Chester Area School District, Saucon Valley School District, and Colonial Northampton Intermediate Unit. Twenty-four graphs in the final section provide statewide data on school managers' salaries. (Author/RW)

ED218812 EC142701

Individualized Education Programs: A Manual for Developing the Individualized Educational Plan and Determining Educational Placement. Revised.

Special School District of St. Louis County, MO.

Pub Date Aug 81

Note-73p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Delivery Systems; *Disabilities; Due Process; Elementary Secondary Education; Federal Legislation; *Individualized Education Programs; *Student Placement

Identifiers-*Education for All Handicapped Children Act; Missouri (Saint Louis County)

The manual provides guidelines for developing individualized education programs (IEPs) and determining the educational placement of handicapped children in St. Louis County, Missouri. The introduction summarizes requirements of Public Law 94-142 (the Education for All Handicapped Children Act) regarding the IEP provision. The next chapter examines developing, reviewing, and revising the IEP; the IEP committee meeting; and the content of the IEP plan. In the third chapter the IEP process is discussed in terms of development of total service plan, amendment of total service plan, evaluation of total service plan, and development of individual implementer plan. The final two chapters deal with the IEP in relation to program placements and procedural safeguards. A major portion of the document consists of the following appendixes: a listing of role responsibilities, form letters, a glossary of terms, guidelines for writing goals and objectives, suggestions of general approaches used to evaluate objectives, and a selected bibliography. (DB)

ED218833 EC142793

Silverman, Harry, Ed.; And Others

Early Identification & Intervention: Selected Proceedings from the Symposium on Learning Problems (4th, Toronto, Canada, 1979).

Ontario Dept. of Education, Toronto.; Ontario Inst. for Studies in Education, Toronto.

Report No-ISBN-0-7743-6842-X
Pub Date 81
Note-266p.
Available from-Ontario Government Bookstore, 880 Bay St., Toronto, Ontario M7A 1N8, Canada ($3.00).
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Disabilities; Early Childhood Education; *Handicap Identification; *High Risk Persons; Infants; Intervention; Prediction; Screening Tests; Theories

Twelve papers from the 1979 International Symposium on Early Identification and Intervention Practices focus on theoretical perspectives as well as on implications and applications. The following titles and authors are represented: "Perspectives in Early Identification and Intervention--Keynote Address" (V. Shipman); "Preschool Screening--Ready? Set? Go!" (J. Palfrey); "Problem and Promise in Early Identification--Children with Special Needs" (G. Morgan); "Early Identification and Intervention" (S. Wolfendale); "The Prediction of Reading Failure--A Review and Critique" (A. Silver); "The Risk of Normality" (R. Sumner); "Identification and Intervention--A European, Particularly Scandinavian, Perspective" (K. Stukat); "Problems of Prediction in Early Identification" (G. Morgan); "Some Issues in the Implementation of an Early Identification Procedure" (T. Bryans); "The Development of a Screening Procedure for an Early Education Project--The Pediatric Examination of Educational Readiness (PEER)" (J. Palfrey); "The Windsor Early Identification Project Revisited" (K. O'Bryan); and "Monitoring the Child's Learning Style" (D. Stott). (SB)

ED218943 FL013003

Sherwood, Bruce
Speech Synthesis Applied to Language Teaching.
Illinois Univ., Urbana. Language Learning Lab.
Pub Date 81
Note-11p.
Available from-Not available separately, see FL 012 990.
Document Not Available from EDRS.
Descriptors-*Artificial Languages; *Artificial Speech; Auditory Perception; College Second Language Programs; *Computer Assisted Instruction; Higher Education; Online Systems; *Phonetics; Phonology; Programed Instructional Materials; Second Language Instruction; Speech; Teaching Methods
Identifiers-*Esperanto; *PLATO IV

The experimental addition of speech output to computer-based Esperanto lessons using speech synthesized from text is described. Because of Esperanto's phonetic spelling and simple rhythm, it is particularly easy to describe the mechanisms of Esperanto synthesis. Attention is directed to how the text-to-speech conversion is performed and the ways in which this kind of speech output has been exploited to provide novel kinds of learning situations. The apparatus outputs various sounds according to numerical commands. It not only produces the sounds but also produces the necessary transitions from one sound to the next. Esperanto is written phonetically, with each letter corresponding to just one sound, independent of environment (allophonic variation is relatively slight in the spoken language). Word stress is always on the next-to-last vowel, and monosyllables are almost always unstressed function words. These factors greatly simplify the task of converting text to speech. The conversion of Esperanto text to speech is performed with the aid of a table which contains for each input letter not only the corresponding synthesizer phoneme code(s) but also numbers which specify special subroutines to be invoked for certain letters. The PLATO system is one of the few computer systems which makes explicit provision for diacritics. A critical advantage of speech synthesis in computer-based education is the ability to generate a message as needed by the program. In the case of dictation drills, beginning students have difficulty mainly due to failings of the synthesizer in producing good consonants. The quality of the synthetic speech is likely to be improved in the next few years. (SW)

ED218962 FL013059

MacNab, G. L.

French Immersion Programs Across Canada: The Influence of Cumulative Amounts of Time, Starting Age and Yearly Time Allotment on the Learning of French. A Review of Evaluations of French Immersion Programs. Research Report 81-12.

Ottawa Board of Education (Ontario). Research Centre.
Pub Date Jun 81
Note-71p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement; Communicative Competence (Languages); Educational Research; Elementary Education; Foreign Countries; *French; *Immersion Programs; Language Planning; *Program Effectiveness; *Second Language Learning; *Time on Task
Identifiers-*Canada

This paper reviews the results of research on various programs for learning French as a second language from kindergarten to grade 11 or 12 in selected Canadian school systems. Generally, it examines the effects of a number of factors on French learning, such as student selection procedures and student ability, starting age, total amount of time spent using French, continuity of exposure to French, instruments, and other methodological considerations. The introduction provides a brief history of immersion programs in Canada and a review of research on results of these programs. The second chapter provides an overview of French immersion programs across Canada and describes in detail programs in Ottawa, Carleton, Edmonton, Montreal, and Mille Isles. Part III, the longest part of the report, is concerned with what research into the various programs has had to say about what aspects of programs might be most effective in another setting. This review covers the following topics: time allocations and French learning; the Ottawa Board of Education (OBE) French Project Results; methodological notes on tests, research designs, program stage and cohort variation; and study results regarding growth, cumulative time, maintenance, starting age and dosage. The final part of the report summarizes the research and conclusions, and advances hypotheses concerning French learning and maintenance. (Author/AMH)

ED218983 FL013100

Foreign Language Experience in the Elementary School: Spanish.

Anne Arundel County Public Schools, Annapolis, Md.
Pub Date Sep 80
Note-26p.; For related documents, see FL 013 099-101.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Class Activities; Classroom Techniques; Cultural Awareness; Dialogs (Language); Educational Games; Elementary Education; *Fles; Listening Skills; Pronunciation Instruction; Second Language Instruction; *Second Language Programs; *Spanish; Units of Study

Guidelines for teaching Spanish in the elementary school are presented. The program is designed to develop the skills of careful listening and accurate pronunciation and to provide pleasurable learning experiences through dialogues, songs, and games. Spanish is contrasted with English to relate the language experience to other aspects of the curriculum and to motivate students toward subsequent foreign language study. The approach is informal. Specific techniques include: choral repetition, individual repetition, listening to the teacher and to recorded voices, listening to dialogues and stories, grammar development and drills, dialogue practice, singing songs, reading labels, reading and writing simple sentences, writing letters and invitations, memorizing dialogues/poems/songs, reading simple books and magazines, learning about holidays, and learning about other countries and ways of life. The time available for the program is usually 20 to 30 minutes, once or twice a week. Suggested materials are listed. Guidelines for teachers and volunteers are offered, and a suggested lesson plan format for a 30-minute class is presented. Units on the following topics are included: self-introduction; greetings; expressions; colors and numbers;

parts of the body; clothing; days of the week, months, and seasons; telling time; vocabulary; the family; and boys' and girls' names. (SW)

ED218461 CE032219

Sprouse, Betsy M.

Community-Based Learning Centers for Older Adults. Research Report.

Wisconsin Univ., Madison. Faye McBeath Inst. on Aging and Adult Life.
Spons Agency-Administration on Aging (DHHS), Washington, D.C.
Pub Date 81
Grant-AoA-90-A-1613
Note-56p.; For related documents see CE 032 218-221.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Students; Comparative Analysis; *Continuing Education; Educational Research; Lifelong Learning; *Older Adults; *Participant Characteristics; Participation; *Student Motivation
Identifiers-Community Learning Centers

A study compared the characteristics and participation motivations of older adult learners in age-segregated and age-integrated educational programs. The instrument for the research consisted of two parts--a Program Participants Survey to collect social and demographic information and Boshier's Education Participation Scale. Subjects were 482 older adult learners in two continuing education programs. The learners were, typically, married white women, 62-70 years old, who live in single family homes in urban areas and have fairly high educational and income levels. Results indicated age-integrated, university-based programs attracted lifelong learners who were well-educated, relatively affluent, and relatively young. Age-segregated, community-based programs attracted learners of diverse educational backgrounds and of more advanced age (over age 80) who were not frequent educational participants. Different learning environments attracted older adult learners whose motivational orientations exhibited some differences. While learners in all populations had the highest mean factor scores on Cognitive Interest, reasons related to Social Contact had more influence for age-segregated than for age-integrated learners. The latter group indicated that Social Welfare reasons influenced their participation in continuing education more. (YLB)

ED218541 CG016040

Greenwood, Reed; And Others

Systematic Caseload Management: Trainer's Guide. Advanced Facilitative Case Management Series, Training Package III.

Arkansas Univ., Fayetteville. Rehabilitation Research and Training Center.

Spons Agency-National Inst. of Handicapped Research (ED), Washington, DC.

Pub Date 80

Grant-NIHR-16-P-56812-RT-13

Note-59p.; For related documents, see CG 016 034-041.

Available from-Arkansas Rehabilitation Research and Training Center, Publications Department, P.O. Box 1358, Hot Springs, AR 71901 ($5.00).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Caseworker Approach; Counseling Techniques; *Counselor Training; Evaluation Methods; Learning Modules; Objectives; Planning; *Rehabilitation Counseling; Self Evaluation (Individuals); *Skill Development; *Training Methods; Vocational Rehabilitation

Identifiers-*Time Management

This guide is the introductory volume for the third in a series of instructor-assisted training modules for rehabilitation counselors, supervisors, and graduate students. This trainer's guide for the third module focuses on the effective management of the counselor's caseload and provides the instructor's narrative for teaching caseload management skills, i.e.: (1) planning, emphasizing specific goals and action plans; (2) time management, including the effective allocation of time to meet client, counselor and agency needs; and (3) the progress review, providing regular assessment of counselor progress toward planned goals. The format of each section consists of an introduction, objectives, guidelines and practice exercises. Appendix A, Pretraining Information, includes forms for providing advanced workshop information to prospective participants, and the Rehabilitation Counseling Time Estimate and Time Log to be completed prior to the training session. A list of references is also included. (MCF)

ED218564 CG016064

Dessent-Geller, Shirley

Personality Characteristics, Levels of Cognition, and Academic Achievement of Junior College Students.

Pub Date 81

Note-13p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; *Cognitive Processes; *Cognitive Style; Grades (Scholastic); Learning Processes; Personality Studies; *Personality Traits; *Religious Factors; Two Year Colleges; *Two Year College Students

Although a number of studies have related personality traits to overall college achievement, little has been done to analyze academic achievement in terms of its cognitive level components and relate these components to personality variables and academic success. Personality characteristics, cognitive levels of functioning and grade point average were compared for a sample of 114 junior college students. Personality characteristics proved to be differentially associated with cognitive levels and grades. The most compelling results were the consistent association of autonomy with all cognitive levels, and the observation that a high religious orientation was negatively associated with classroom achievement. Although the analysis of academic achievement into levels of thought did not increase the correlations between personality and academic achievement beyond those usually reported, future studies should include an examination of the cognitive processes underlying achievement. (Author/JAC)

Shanker, James L.

Guidelines for Successful Reading Staff Development. Reading Aids Series.

International Reading Association, Newark, Del.
Report No-ISBN-0-87207-227-4
Pub Date 82
Note-38p.
Available from-International Reading Association, 800 Barksdale Rd., P. O. Box 8139, Newark, DE 19711 (Order No. 227, $2.50 member, $3.50 non-member).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Role; Elementary Education; Guidelines; *Inservice Teacher Education; *Program Content; *Program Development; *Program Evaluation; *Reading Instruction; Reading Programs; *Staff Development; Teacher Role

Intended for use by administrators, program coordinators, reading specialists and consultants, and teachers, this booklet outlines the critical steps in preparing inservice programs in reading instruction. The first section of the booklet presents six guidelines for planning, conducting, and evaluating reading staff development activities: (1) obtain commitment from the school or district, (2) identify an individual to be responsible for organization and planning, (3) conduct needs assessment, (4) plan specific activities, (5) implement activities, and (6) evaluate activities. The three following sections provide specific, practical guidance to the staff developer in each of these areas. The remaining two sections examine participants' responsibilities and describe a sample staff development program, with forms to illustrate the needs assessment and evaluation procedures. Appendixes contain a selected bibliography and a checklist for successful staff development that follows the six guidelines. (FL)

ED218607 CS206859

Byron, Peter M.

English Syntactic Development of Second Language Learners: Analysis of Free Discourse at Ages Six, Seven, and Eight.

Pub Date [80]

Note-30p.; Research prepared at the State University of New York/Buffalo. Appendix B will not reproduce. Best copy available.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary School Students; *Language Acquisition; Language Dominance; Language Proficiency; *Language Research; Measurement Techniques; *Oral Language; *Second Language Learning; *Spanish Speaking; *Syntax

Recognizing that school personnel serving limited English proficient students would benefit from objective and valid measures of language assessment, a study viewed the oral language performance of second language learners of English between the ages of six and eight in order to chart the development of selected syntactic structures in their speech. Language samples were obtained from Spanish-dominant children. A total of 4,500 utterances were scored from one to eight within grammatical categories in relation to their appearance in language development. A score of one was given to patterns that appeared early and a score of eight was awarded to those that normally developed later. The grammatical categories included indefinite pronouns or noun modifiers, personal pronouns, main verbs, secondary verbs, negatives, conjunctions, interrogative reversals, and wh- questions. The results support the conclusion that second language learners demonstrate similar levels of category usage across age levels. High correlations were found at each of the age levels for noun modifiers, pronouns, main verbs, and conjunctions. These results support the conclusion that these four grammatical categories could be used to measure the language development of second language learners. The findings also demonstrated a pattern of differential syntactic development that was not readily apparent when comparing only total language development scores. (HOD)

ED218628 CS207015

Miller, Christine

An Analysis of Television's Coverage of the "Iran Crisis": 5 November 1979 to 15 January 1980.

Pub Date Jul 82

Note-40p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Commercial Television; Content Analysis; Foreign Countries; *News Media; *News Reporting; *Television Research

Identifiers-*Iran Hostage Crisis; Television Networks

The three television networks, acting under severe restrictions imposed by the Iranian government, all provided comprehensive coverage of the hostage crisis. A study was conducted to examine what, if any, salient differences arose or existed in this coverage from November 5, 1979, until January 15, 1980. A research procedure combining qualitative comparative content assessment and ground theory was used to examine the running time of news stories originating from Tehran and eight subject matter categories: (1) the embassy takeover, (2) internal governmental affairs, (3) foreign relations, (4) economic conditions, (5) Iranian life and culture, (6) Islamic religion, (7) prominent individuals, and (8) outside forces affecting Iran. Videotapes of news reports were viewed twice to determine the amount of time of each report and its video information, and a third time to make an exact transcript to be used for data analysis. Results indicated that when networks were subjected to severe press restriction and behavior codes, the news items covered remained basically the same. Salient differences did exist, however, in pictorial and editing choices, running length of stories, writing, and reportorial styles. ABC delivered the most coverage, in short, fast paced reports and generally maintained a leadership role. (JL)

ED218670 CS207115

Rhetorical and Communication Theory: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1982 (Vol. 42 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date 82
Note-12p.; Pages may be marginally legible.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies; Attitude Change; Classroom Communication; *Communication (Thought Transfer); *Communication Research; Decision Making; Discourse Analysis; *Doctoral Dissertations; Ethics; Higher Education; Journalism; Mass Media; *Rhetoric; *Rhetorical Criticism; Speech Communication; *Theories
Identifiers-Speech Acts

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 18 titles deal with the following topics: (1) the rhetorical theory and practice of Walter Lippmann; (2) communication, "root-metaphor" orientation, and decision making; (3) teaching as rhetoric; (4) the conditions and elements of the rhetoric of C. S. Lewis; (5) a technical communication procedure to produce attitude change through the use of scientifically designed messages; (6) situations and speech acts; (7) a conceptual theory and application of a Gricean heuristic for rhetoric; (8) reader response criticism and the rhetorical tradition; (9) the Platonic tradition and the theory of rhetoric; (10) logical force and temporal perspective in systems of human communication; (11) the problem of Aframerican voice; (12) Jean Gebser and the expressive dimensions of consciousness; (13) the nature and origin of the dramatic spectator's knowledge; (14) a comparison of three communication modes in relation to the attainment of objectives in the cognitive, affective, and psychomotor domains; (15) the existential critique of mass communication; (16) a reformed theological ethics of speech communication; (17) role images in the Senate Judiciary Committee hearings on judges Haynesworth, Carswell, and Blackmun; and (18) values and modes of signification. (FL)

ED218712 EA014722

Brophy, Jere

Supplemental Group Management Techniques.

Association for Supervision and Curriculum Development, Alexandria, Va.

Spons Agency-Michigan State Univ., East Lansing. Inst. for Research on Teaching.; National Inst. of Education (ED), Washington, DC.

Pub Date 82

Note-20p.; Chapter 2 of "Helping Teachers Manage Classrooms" (EA 014 720). Excerpt from a paper presented before a conference sponsored by the National Institute of Education (Warrenton, VA, February 1982). For related documents, see EA 014 720-728.

Available from-Not available separately; see EA 014 720.

Document Not Available from EDRS.

Descriptors-Behavior Development; *Behavior Modification; *Classroom Techniques; *Discipline; Discipline Problems; Elementary Secondary Education; *Group Dynamics; *Individual Counseling; Interpersonal Competence; Socialization; Student Behavior; Student Teacher Relationship; *Teacher Role

A thorough and integrated approach to classroom management can enable teachers to prevent most discipline problems and handle those that do occur. Some students, however, may have intensive personal or behavior problems requiring individualized treatment in addition to group management techniques. Many teachers may also want to pursue student socialization goals that go beyond the establishment of an effective learning environment. This chapter of "Helping Teachers Manage Classrooms" discusses methods that can be used to supplement a basic classroom management program. These methods include techniques for improving interpersonal relationships and group dynamics; applications of behavior modification theory, involving use of reinforcement techniques; and provision of individual counseling or therapy. The chapter also discusses the application of such techniques at different educational levels, from kindergarten through secondary school. Sources for thorough descriptions of the techniques by their originators are provided along with brief discussions of their central features. (Author/PGD)

ED218752 EA014780

Housego, Ian E.

The Politics of Organizational Reform: An Exploratory Study of the Effects of Corporate Management on Selected Aspects of the Education Service in English Local Government.

Pub Date Jun 81

Note-51p.; Paper presented at the Annual Meeting of the Canadian Association for the Study of Educational Administration (Halifax, Nova Scotia, Canada, June 104, 1981).

Available from-Not available separately; see EA 014 774.

Document Not Available from EDRS.

Descriptors-Case Studies; Centralization; Comparative Analysis; *Educational Administration; Educational Objectives; Educational Policy; Elementary Secondary Education; Foreign Countries; *Governmental Structure; *Government School Relationship; *Local Government; *Organizational Change; Policy Formation; Program Evaluation

Identifiers-*England (Ridleyshire); Policy Implementation; Politics of Education

In 1974 local government in England underwent external and internal reform. The external reforms involved changes in governmental structures and functions, while the internal reforms involved the introduction of "corporate management," a concept stressing more centralized administration and fewer local executive bodies. This paper first traces the development of these reforms before describing the effects of the reforms on educational services in one newly created county, Ridleyshire. Using document analysis and interviews with senior education officials and school heads, the case study looks at the areas of educational objectives, policy planning, policy implementation and management, and performance review processes. The findings indicate, despite the intent of the reforms, that educational objectives are determined and planning performed by appointed education officials, not elected members of county committees; that policy implementation and management are delegated to appointed officials; and that performance reviews have not been carried out. Comparison of these findings with those from an earlier study of four governmental districts reveals that the reforms' impacts were the same in both cases. In his conclusion, the author speculates on the reasons for the failure to install corporate management as envisioned under the reforms. (Author/RW)

Cusick, Philip A.

A Study of Networks among Professional Staffs in Secondary Schools.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-IRT-RS-112
Pub Date Mar 82
Contract No-400-79-0004; 400-81-0014
Note-43p.
Available from-Institute for Research on Teaching, College of Education, 252 Erickson Hall, Michigan State University, East Lansing, MI 48824 ($3.50).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum; Field Studies; Interests; *Interprofessional Relationship; *Networks; Organizational Theories; School Effectiveness; Secondary Education; *Student Teacher Relationship; *Teacher Administrator Relationship; Teacher Background; Teacher Influence; Teachers; *Teaching Styles
Identifiers-*Network Analysis; System Coupling; Teacher Autonomy

From a preliminary study of two secondary schools, the author of this report hypothesizes that four essential types of networks determine the character of the educational process. The most important of these is the individual teacher's personal field, the egocentric network of relationships growing out of the teacher's own personal interests. The second field, equally egocentric, consists of the relations between a teacher and his or her students. The third, also egocentric, consists of those relations the teacher builds with other staff members to protect his or her teaching style or enrich his or her personal life. The fourth network comprises all the aspects of the entire staff's various field networks that interrelate within the context of the school. The author suggests that the school's true curriculum develops in the egocentric fields where the individual teacher has greatest autonomy, and that effective control of the fourth network is severely limited by the sheer complexity of the interrelationships among the various fields. This concept accounts for the notion of "loose coupling" and suggests further that school effectiveness depends on how students fit into the fields individual teachers develop. (Author/PGD)

ED218792 EA014820

Lindberg, Denise P.

Impacts of Oil Shale Development on Education in the Uintah Basin. A Report on a Community Based Approach to Education Planning in Communities Facing Rapid Growth.

Uintah School District, Vernal, Utah.; Utah State Office of Education, Salt Lake City. Div. of Community Education.

Spons Agency-Department of Energy, Washington, D.C.; Utah State Energy Office, Salt Lake City.

Pub Date Apr 82

Grant-DOE-7255

Note-236p.; Utah Energy Office Consulting Agreement No. 81-6168. Some tables and figures, and sections of Appendix A, may reproduce poorly due to blurred print of original document.

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Charts; *Community Involvement; Community Planning; *Community Programs; *Economic Development; Educational Development; *Educational Needs; *Educational Planning; Educational Trends; Enrollment Projections; Models; Population Growth; Tables (Data)

Identifiers-*Boomtowns; Daggett School District UT; Duchesne School District UT; Uintah School District UT; *Utah (Uintah Basin)

Three counties in eastern Utah's Uintah Basin face the likelihood of rapid growth because of planned oil shale and tar sands development in the area. This seven-part report describes a federally-funded, community-based project to plan for expected impacts of the energy developments on Uintah Basin education. After an introductory overview, the second section outlines the oil shale and tar sands projects, connected developments, constraints on the projects, and projected trends in total and school-age population growth. Section 3 discusses related projections of educational needs, involving facilities, financing, staffing, curriculum, student turnover, special services, and relationships between new and old residents. Section 4 describes the community-based education planning project, including its establishment of a representative community planning structure, mobilization of resources, and development of a planning process and planning abilities. Projected impacts of energy development on K-12, preschool, and postsecondary education in Utah's Daggett, Duchesne, and Uintah counties are presented in sections 5 and 6, along with the responses proposed by the community-based planners. Section 7 summarizes and evaluates the planning project. Five appendices provide charts of projected development impacts under various scenarios and copies of planning project documents. (RW)

ED218879 EC143144

Roberts, Thomas G.

Early Childhood Education for the Severely/Multiply Handicapped. Final Report, July 1,1978-September 30, 1981.

Arizona State Univ., Tempe. Coll. of Education.
Spons Agency-Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
Pub Date Dec 81
Grant-G007800196
Note-119p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Curriculum; *Demonstration Programs; Early Childhood Education; Individualized Education Programs; *Multiple Disabilities; *Parent Education; Program Descriptions; Program Evaluation; *Program Implementation; Records (Forms); *Severe Disabilities; *Skill Development; Staff Development; Student Evaluation

The final report summarizes activities regarding development of the Early Childhood Education for the Severely/Multiply Handicapped Project, a model demonstration program providing comprehensive and direct educational services to 0 to 6 year old children and their parents. The program and curriculum design is based on two phases--the early intervention phase which incorporates inhome and onsite activities for infants, toddlers, and their parents; and the basic skills phase which provides a preschool class at the center. Activities involving direct and related services to children cover the areas of referral, admission, evaluation and placement, individualized education program (IEP) development, curriculum, instructional programing, and child progress assessment. Intervention with parents is based on a three stage model--assessment of parental needs, knowledge and skill development, and maintenance. Minimum staff requirements are outlined for administrative, teaching, support, parent program, and program assistance personnel. Program impact is evaluated in terms of program continuation, demonstration and replication, child and parent progress, and dissemination. Appendixes, which make up half the document, contain sample admission forms, IEP forms, progress monitoring forms, parent assessment forms, a report on staff development and improvement procedures, preservice student involvement forms, and a parent program evaluation form. (SB)

ED218903 EC143168

Byrnes, Patrick A.; And Others

Creative Products Scales--Detroit Public Schools.

Spons Agency-Detroit Board of Education, Mich.

Pub Date Apr 82

Note-36p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session W-39).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Art Products; *Creative Art; Creative Writing; Dance; Drama; *Evaluation Criteria; Gifted; High Schools; Music; Rating Scales; *Talent; *Talent Identification; Theater Arts; Visual Arts

Identifiers-*Creative Products Scale

The document contains the Creative Products Scale along with instructions for using the rating scales to evaluate creative products of gifted high school students. Introductory information, rating scales, and definitions of terminology are provided for conducting evaluations in the following areas: art, music composition, music performance, drama works, poetry, short stories/novels, creative writing, performing arts-drama, performing arts-speech, single dance, and dance groups. (SB)

ED218926 FL012947

Gefen, Raphael, Ed.
Teaching the Pedagogical Grammar of English According to the English Curriculum for Israel Schools.
Ministry of Education and Culture, Jerusalem (Israel).
Pub Date 82
Note-94p.; Precis in Hebrew has been omitted.
Available from-Ministry of Education, Publications Department, Jerusalem 91911, Israel ($1.00).
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Curriculum Guides; Elementary Secondary Education; *English (Second Language); Foreign Countries; *Grammar; Higher Education; *Second Language Instruction; *Teaching Methods
Identifiers-Israel

A syllabus for teaching English grammar at the primary, intermediate, and upper levels in Israeli schools is presented. The criteria for the selection and grading of grammatical structures in the syllabus are frequency, the usage of the majority of educated native speakers of American and British English, the productivity of the structure (the possibilities of its transfer and application to new situations), and the relevance of the structure to situations likely to be met by pupils at the given stage of learning. It is suggested that grammar be integrated with all the other language activities (vocabulary and pronunciation) and be directly linked to the teaching of the language skills (reading, writing, oral, and aural). Grammar is approached contextually, i.e., in the framework of a meaningful text. To incorporate the principle of meaningfulness at all stages (introduction, practice, and application), the teacher is admonished to plan carefully. Attention is also directed to the role of translation and to a pedagogical, rather than a scientific, grammar approach. The three stages of teaching grammar are viewed as introduction (presentation), drill practice (assimilation), and application (development, exploitation). The 147 grammar patterns that are taught in the English curriculum are presented and discussed. (SW)

ED218501 CE033145

DeLapp, Lynn; And Others

Employment Problems and Programs for Inner-City Youth. Technical Report.

California Employment Training Advisory Council, Sacramento.

Pub Date Nov 81

Note-124p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adolescents; Adults; County Programs; *Disadvantaged Youth; *Employment Problems; *Employment Programs; Federal Programs; *Inner City; Out of School Youth; *Program Content; Program Costs; *Program Effectiveness; Public Policy; Urban Youth; Vocational Education; Youth; Youth Problems; Youth Programs

Identifiers-*California

This technical report details the employment problems of inner-city youth and describes some programs that have successfully met these problems. The first of its three parts describes inner-city youth and enumerates the major employment barriers facing them. (It was found that while inner-city youth tend to be disadvantaged, a subgroup of them faces even more awesome barriers, such as drug dependencies, criminal records, learning disabilities, and health problems). The second part describes six successful employment/vocational education programs in each of the five major metropolitan areas in California, as well as one program specifically designed to aid high-risk youth. The third part of the report deals with factors associated with the success of programs serving the general population of inner-city, out-of-school youth. Report appendixes include statistics on inner-city out-of-school youth, interview instruments used to gather data, and examples of funding sources serving youth in California during fiscal year 1981-82. (KC)

ED218520 CE033201

Wallace, Virginia

Paychecks. An Adult Competency Education Learning Module.

Montclair State Coll., Upper Montclair, NJ. Resource Dissemination Center.
Spons Agency-New Jersey State Dept. of Education Trenton. Bureau of Adult, Continuing, Community Education.
Pub Date [78]
Note-53p.; For related documents see CE 033 200-205.
Available from-National Adult Education Clearinghouse, Montclair State College, Upper Montclair, NJ 07043 ($4.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Education; Behavioral Objectives; *Competency Based Education; *Consumer Economics; Course Descriptions; Learning Activities; Learning Modules; Lesson Plans; Mathematics Instruction; Occupational Information; *Overtime; Pretests Posttests; *Taxes; *Wages
Identifiers-Adult Performance Level; Income Taxes; Sales Taxes

This instructional unit on paychecks is one of six Adult Competency Education Learning Modules designed for use in a program of competency-based instruction for students with reading levels of 4.0-7.5. It is self-contained and designed for immediate classroom use. Each module is a complete instructional package, including Adult Performance Level objectives, curriculum outline, pre/posttest with answer key, lesson plans, teacher and student activities, skill documentation, informational materials, and worksheets. A developmental math curriculum is incorporated into the module. To facilitate use of the modules in a math program, all math worksheets are presented at four varying levels of ability. A key to the math worksheet levels is provided. The three lessons in this module cover these topics: Regular Pay, Deductions, and Overtime. (YLB)

ED218649 CS207072

Reed, Linda, Ed.; Ward, Spencer, Ed.

Basic Skills Issues and Choices: Approaches to Basic Skills Instruction. Volume 2.

CEMREL, Inc., St. Louis, Mo.
Spons Agency-Department of Education, Washington, DC. Basic Skills Improvement Program.; National Inst. of Education (ED), Washington, DC.
Pub Date Apr 82
Contract No-300-80-0611
Note-189p.; For related document see CS 207 071.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Basic Skills; *Communication Skills; *Educational Research; Elementary Secondary Education; Listening Skills; *Mathematics Instruction; Minimum Competencies; Program Content; Program Development; Reading Comprehension; *Reading Instruction; Reading Skills; Speech Instruction; Teaching Methods; *Writing Instruction; Writing Skills
Identifiers-Theory Practice Relationship

Resulting from a project involving district, state, and federal educational agencies, the papers in this, the second of two volumes, are intended to provide information from research and practice that can help school districts in their efforts to make decisions about goals and methods of basic skills instruction. The topics of the papers in the volume were chosen in response to three major concerns: Should basic skills be thought of as minimum competencies? Should they be taught in isolation from each other and from the rest of the curriculum or integrated in some form? and, What can be done to help assure that an emphasis on basic skills instruction will lead to improvements in educational practice and student outcomes? Specific topics covered in the 17 papers include (1) the movement toward meaning-focused writing, (2) the writer as experimenter, (3) teaching the mechanical conventions of writing, (4) standards for effective oral communications and basic skills writing programs, (5) the application of the minimal speaking and listening skills competencies, (6) basic skills in mathematics, (7) theories and prescriptions for early reading instruction, (8) a whole-language comprehension-centered view of reading development, (9) direct reading instruction, and (10) learning to learn from text. (FL)

ED218856 EC143118

Murray, Stephen L.

Utility and Equity in Student Placement. Research on Evaluation Program, Paper and Report Series No. 56.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date May 81
Contract No-400-80-0105
Note-22p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Civil Liberties; Educational Philosophy; *Gifted; *Justice; Poverty; *Student Placement; *Talent Identification; *Theories
Identifiers-*Gifted Disadvantaged

Issues in student placement, particularly of economically disadvantaged gifted students, are addressed. After a brief review of the legislative history of efforts to identify and serve this population, the conceptual framework of two diverse theoretical positions, decision theory and justice as fairness, is examined. Decision theory is considered in terms of characteristics of the psychometric models of fair selection. Justice as fairness is contrasted with utilitarian values: a utilitarian framework equates maximizing utility in the aggregate with achieving equity. Justice as fairness theory does not equate the two, but emphasizes the effects of placement decisions on such basic liberties as self respect. (CL)

ED218692 CS503903

Theatre and Oral Interpretation: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1982 (Vol. 42 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date 82
Note-13p.; Pages may be marginally legible.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Acting; Annotated Bibliographies; Art; Blacks; *Communication Research; *Doctoral Dissertations; Elementary Secondary Education; Foreign Countries; Higher Education; *History; Music; *Oral Interpretation; Photographs; *Production Techniques; Readers Theater; Staff Development; *Theater Arts; Theaters
Identifiers-Audience Response

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 25 titles deal with a variety of topics, including the following: (1) the development of American theatre management practices between 1830 and 1896; (2) the aesthetics of audience response; (3) P. Picasso as a theatrical designer; (4) six black performers in relation to the Federal Theatre; (5) Makonde oral narrative as theatre; (6) heroes, heroines, and villains in English and American melodrama from 1850 to 1900; (7) the effects of varying focus in solo oral interpretation; (8) black performance in South Africa; (9) the traditional ballad as folksong; (10) freedom and tyranny in the theatre of late Franco Spain; (11) puppetry as a provocative medium in energy education; (12) S. Eisenstein's methods of montage as a paradigm for scripting documentary readers theatre; (13) photographic transparencies as a visual means for a visual subject; (14) theatre and therapy; and (15) attitudes toward educational theatre in two Nigerian colleges of education. (FL)

ED218813 EC142703

Justice, Elaine M.; Beard, Rebecca L.

The Development of Perspective-Taking Skills in Normal and Learning Disabled Children: Do You See What I See?

Pub Date Mar 82

Note-11p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (New Orleans, LA, March, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cues; Elementary Education; Interpersonal Competence; *Learning Disabilities; *Perspective Taking; Social Cognition

The study examined the development of perspective taking skills in 44 learning disabled (LD) and 44 nonLD children (9 to 12 years old). Each child was administered three tasks designed to assess the ability to judge the affective, perceptual, and cognitive perspective of others. Results indicated that LD children scored significantly lower than normal children on perceptual and cognitive perspective taking tasks. On the affective task, LD children relied on nonverbal cues in making their judgments while normal children focused on verbal information. Correlations among the tasks were similar for both groups suggesting that LD children experience a general perspective taking deficit which may influence their perception of various social situations. (Author/SB)

ED218904 EC143169

Thypin, Marilyn

The Education of Mildly Handicapped Adolescent/Adult Students: The Infusion of Academic and Essential Living Skills.

Pub Date Apr 82

Note-8p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session W-69).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Education; Competency Based Education; Daily Living Skills; High Schools; *Mild Disabilities; Minimum Competencies; *Nontraditional Education; *Normalization (Handicapped); Postsecondary Education; Program Descriptions; Teaching Methods; *Vocational Education

Identifiers-*Adult Performance Level; *Project Price

The paper discusses the education of mildly handicapped students who will be able to live and work independently, but who will be unable to profit from a traditional high school program, postsecondary vocational training, or college. Three types of mildly handicapped adolescents are considered--students who lack adequate basic academic skills in reading and math, those who fail to generalize or apply knowledge to their lives as adults, and students who can not even learn information by rote. Project Price, a competency based approach to Life Centered Career Education, is proposed as an educational method for teaching daily living skills, personal-social skills, occupational guidance and preparation skills, and academics. Also mentioned is the Adult Performance Level project which regards problem solving and interpersonal relations as skills to be taught directly with a curriculum that infuses academic skills into areas of knowledge necessary for independent living. (SB)

ED218984 FL013101

Foreign Language Experience in the Elementary School: French.
Anne Arundel County Public Schools, Annapolis, Md.
Pub Date Sep 80
Note-27p.; For related documents, see FL 013 099-100.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Class Activities; Classroom Techniques; Cultural Awareness; Dialogs (Language); Educational Games; Elementary Education; *Fles; *French; Listening Skills; Pronunciation Instruction; Second Language Instruction; *Second Language Programs; Units of Study

Guidelines for teaching French in the elementary school are presented. The program is designed to develop the skills of careful listening and accurate pronunciation and to provide pleasurable learning experiences through dialogues, songs, and games. French is contrasted with English to relate the language experience to other aspects of the curriculum and to motivate students toward subsequent foreign language study. The approach is informal. Specific techniques include: choral repetition, individual repetition, listening to the teacher and to recorded voices, listening to dialogues and stories, grammar development and drills, dialogue practice, singing songs, reading labels, reading and writing simple sentences, writing letters and invitations, memorizing dialogues/poems/songs, reading simple books and magazines, learning about French holidays, and learning about France and ways of life. The time available for the program is usually 20 to 30 minutes, once or twice a week. Suggested materials are listed. Guidelines for teachers and volunteers are offered, and a suggested lesson plan format for a 30-minute class is presented. Units on the following topics are included: self-introduction; greetings; expressions; colors and numbers; parts of the body; clothing; days of the week, months, and seasons; telling time; vocabulary; the family; and boys' and girls' names. (SW)

ED218418 CE031208

Richardson, Roger L.; Bacon, E. Miles

Engine Tune-up Service. Unit 2: Charging System. Student Guide. Automotive Mechanics Curriculum.

Florida State Univ., Tallahassee. Career Education Center.

Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date Jan 78

Note-72p.; For related documents see CE 031 209-222 and CE 033 108-109.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Auto Mechanics; Behavioral Objectives; *Electric Batteries; *Engines; Instructional Materials; Learning Activities; Postsecondary Education; Secondary Education; Study Guides; *Trade and Industrial Education

Identifiers-Alternators; *Automotive Charging System; *Automotive Tune Up; Regulators (Electrical Equipment)

This student guide is for Unit 2, Charging System, in the Engine Tune-Up Service portion of the Automotive Mechanics Curriculum. It deals with how to test the charging system. A companion review exercise book and posttests are available separately as CE 031 209-210. An introduction tells how this unit fits into the total tune-up service, defines new terms, and provides work activities on the introductory information. Three performance objectives are covered: inspect, adjust, or replace fan belt (alternator belt); evaluate alternator and regulator output; and remove and install an alternator. Each objective is addressed in a separate section that includes these materials: introduction to the performance objective, performance checklist, list of tools and equipment needed to do the work activities for this performance objective, reading list, information sheets, and work activities that give hands-on practice in doing one part of the performance objective. (A charging system Graphic Diagnosis Chart is appended.) (YLB)

ED218441 CE031883

Rosove, Bruce; Hawkins, Keira

PLACE: Guided Steps to Employment Readiness. Workbook. Part A: Identifying Your Occupation. Part B: Fitting the Requirements.

Canada Employment and Immigration Commission, Ottawa (Ontario). Occupational and Career Analysis and Development Branch.

Pub Date 80

Note-26p.; For related documents see CE 031 882-890.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults; *Career Choice; Career Counseling; Career Education; Credentials; *Employment Potential; *Employment Qualifications; Employment Services; *Job Skills; *Occupational Information; Work Attitudes; Workbooks

Identifiers-Canada; *PLACE (Program)

This PLACE workbook for clients in employment counseling helps them assess their employability, specifically in the parts of PLACE related to identifying an occupation and fitting the requirements. (A companion Sourcebook is available separately as CE 031 884.) It contains employment-related topics about which the clients are asked questions that can help them identify employment problems. Overcoming these problems may require the clients to learn a skill or work-related behavior, or it may mean that clients must obtain a resource, such as child care, transportation, or bonding. Specific topics covered in this workbook include choosing an occupation, physical requirements, work performance requirements, credentials, and equipment and work clothes ownership. (YLB)

ED218480 CE032861

Sanders, Carol S.; And Others

Vocational Education Program Improvement Dissemination. Final Report/Phase III.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.

Spons Agency-Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date Jun 8[illegible]

Note-222p.; For a related document see ED 204 515.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Articulation (Education); Delivery Systems; *Information Dissemination; *Information Utilization; Postsecondary Education; *Program Development; *Program Improvement; Secondary Education; Statewide Planning; *Vocational Education

Identifiers-Illinois

A project was conducted at the University of Illinois (1) to test and refine the components of the dissemination system developed for program improvement efforts in the state; and (2) to provide technical assistance to funding agency staff, project staffs, and persons/networks/agencies that facilitate access to a product in the dissemination process. During the year-long project, five major activities were conducted. First, dissemination activities were planned for two products ("A Word Processing Guide" developed in West Virginia, and "Job Creation" curriculum materials developed in Illinois), thus testing the components of the dissemination system developed for program improvement. Second, inservice education activities were conducted for persons/networks/agencies which facilitate access to a product in order to enhance awareness, understanding, and participation in the dissemination process. This activity included a conference which is summarized in the report. For the third activity, collaboration efforts were made with the Illinois Department of Adult, Vocational, and Technical Education in articulation of vocational education dissemination efforts within the state. Fourth, communication was continued with dissemination specialists nationwide to glean helpful information, insights, and ideas from others' ongoing efforts to aid development of the Illinois dissemination system. Fianlly, 400 copies of a "dissemination manual" focusing on the components of the dissemination system were developed, printed, and disseminated to enhance coordination and collaboration for effective dissemination. Recommendations for implementing the dissemination system were made. (Author/KC)

ED218565 CG016065

Newmann, Fred M.

Organizational Factors and Student Alienation in High Schools: Implications of Theory for School Improvement.

Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Sep 80
Grant-NIE-G-79-0150
Note-55p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Educational Assessment; *Educational Change; *Educational Environment; Family School Relationship; *High Schools; High School Students; Organizational Theories; *Organization Size (Groups); School Attitudes; State of the Art Reviews; *Student Alienation; Student Teacher Relationship

While schools are not called upon to meet all human needs, they have a responsibility to strive toward an institutional life of high quality. Although there are no systematic studies of human alienation, reports on secondary education indicate that much of the secondary program breeds alienation. Theory in sociology and social psychology of organizations suggests that public comprehensive high schools could help reduce student alienation by: (1) allowing more student-parent choice in the school attended; (2) setting clear, limited, and consistent goals for schools; (3) maintaining a size of about 500-1200 students; (4) structuring the school with a low level of hierarchy and high level of student input; (5) providing more sustained contact between students and individual teachers, more cooperative activity among students, and more opportunity for students to contribute to school functioning; and (6) designing student work to encourage continuous development of "products," and to include both primal and modern activity. Analyses of 14 innovative efforts, e.g., specialized schools, flexible scheduling, career education and four main reform perspectives, i.e., the conventional role, the developmental role, structural emancipation, and the professional/technological, suggest that most reforms are not likely to reduce student alienation in a comprehensive way. (Author/MCF)

ED218733 EA014744

The Role of Collective Bargaining in Public Education.
National PTA, Chicago, Ill.
Pub Date [78]
Note-24p.
Available from-Director of Communications, The National PTA, 700 North Rush Street, Chicago, IL 60611-2571 ($2.00).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Collective Bargaining; Elementary Secondary Education; Labor Legislation; Labor Relations; *Parent Participation; *Parent Role; Parent School Relationship; Teachers; Teacher Strikes
Identifiers-*Parent Teacher Association

To provide parents with basic information on teacher collective bargaining, this publication discusses collective bargaining processes, legislation, and problems, and the role of parents and parent-teacher associations (PTAs) in the situation. The document first describes the steps in collective bargaining, including preparations for negotiations, makeup of the negotiation teams, negotiating sessions, impasses and arbitration, and scope of bargaining. State and federal legislation on teacher collective bargaining is then reviewed. The next two parts examine possible PTA policies on collective bargaining and raise questions about parent and public participation in the bargaining process. The document then ponders the effects of collective bargaining on educational quality and costs. The last two parts review ways that PTAs can get involved in collective bargaining and describe ways that PTAs have gotten involved in California, Florida, Nevada, New Jersey, New York, Pennsylvania, Rhode Island, Washington State, and Wisconsin. Four appendices provide the national PTA organization's position on teacher collective bargaining, further resources and references, a glossary of bargaining terms, and a checklist on parents' role in teacher bargaining. (Author/RW)

ED218834 EC142794

Caton, Hilda; Pester, Eleanor

Development of a Beginning Braille Reading Series. Final Report.

American Printing House for the Blind, Louisville, Ky.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 79

Grant-G007500595

Note-19p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Beginning Reading; *Braille; *Material Development; *Reading Materials; Tactile Adaptation; *Visual Impairments

A 3 year project to develop a beginning braille reading series was undertaken, beginning with research reviews on concept development, tactual perception, braille reading, and general reading. Analysis of vocabulary lists and specifications followed, culminating in development of the readiness, preprimer, and primer readers with accompanying workbooks and teacher editions. Materials were reviewed by a consulting committee and field trials were completed in seven public and residential sites before final review and revision. In addition, criteron referenced tests were developed to accompany each level of the program. The resulting series, "Patterns: The Primary Braille Reading Program," may help to meet the needs of beginning braille readers. (CL)

ED218857 EC143119

Choate, Joyce S., Ed.; Young, Larry S., Ed.
Practical Educational Prescriptions for Students in the Mainstream.
Northeast Louisiana Univ., Monroe.
Pub Date Apr 82
Note-116p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Behavior Problems; *Disabilities; Handwriting Skills; Learning Activities; Mainstreaming; *Mathematics Instruction; *Reading Difficulties; *Spelling Instruction; Teaching Methods; *Writing Skills

Activity suggestions developed by experienced teachers are presented for mainstreamed students with difficulties in specific instructional areas of reading, mathematics, spelling, writing, and behavior. Activity descriptions are grouped according to instructional area, and are classified as large group, small group, or one to one exercises. Reading suggestions address such areas as comprehension, sight vocabulary, and word analysis. Counting, computation, and fractions are among the mathematics foci. Twenty-six spelling activities include games and tasks involving dictionaries and tape recorders. Handwriting suggestions as well as expressive writing ideas comprise the writing section. Finally, behavior is considered in terms of dealing with short attention spans, incomplete assignments, distractibility, and such other problems as cheating, chronic absenteeism, and poor self concept. (CL)

ED218944 FL013004

Cerri, Stefano; Breuker, Joost
A Rather Intelligent Language Teacher.
Illinois Univ., Urbana. Language Learning Lab.
Pub Date 81
Note-11p.
Available from-Not available separately, see FL 012 990.
Document Not Available from EDRS.
Descriptors-*Artificial Intelligence; *Computer Assisted Instruction; Educational Diagnosis; Error Analysis (Language); *Grammar; Learning Theories; Online Systems; Programed Instructional Materials; *Programing Languages; *Second Language Instruction; Semantics; Teaching Methods
Identifiers-*DART Programing Language; ELISA Programing Language; *PLATO IV

Characteristics of DART (Didactic Augmented Recursive Transition), an ATN-based system for writing intelligent computer assisted instruction (ICAI) programs that is available on the PLATO system are described. DART allows writing programs in an ATN dialect, compiling them in machine code for the PLATO system, and executing them as if the original code was written in TUTOR (the language of PLATO). Characteristics of DART are: (1) data and program are merged but differently represented; (2) data are organized as semantic networks; (3) percepts and sophisticated input-output interface are available; (4) acts reflect choices for the construction of an instructional theory; (5) DART has its own editor and an on-line authoring guide; (6) DART facilitates stacks and queues but can also handle lists; and (7) DART is a tutor-based system and runs on PLATO. The first operational program written in DART teaches the conjunctions of subordinate classes in a foreign language (Dutch, Italian, English, and French). ELISA (Example of Linguistics Interaction Suitable for Augmentation) is the program that teaches conjunctions in foreign languages. It consists of three main phases--presentation, assessment, and test. By collecting subnetworks, a library of didactic programs can be filled for the development of notions and theories of instruction. One of the main problems in developing intelligent computer assisted teaching programs is the understanding and representation of misconceptions. Adequate tutoring can only be accomplished if misconceptions can be diagnosed and remedied. The syntax of DART is outlined, and part of the concept network of ELISA is graphically displayed. (SW)

ED218963 FL013060

House, Jennifer; Rooney, Sheila
The Duvals: A Model for Multi-Level Teaching.
Pub Date 82
Note-16p.; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (16th, Honolulu, HI, May 1-6, 1982). Examples of learning materials are marginally legible.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Activity Units; *Adult Learning; Class Organization; *English (Second Language); Grouping (Instructional Purposes); *Learning Modules; Lesson Plans; Postsecondary Education; Teaching Methods
Identifiers-Canada (West); *Multilevel Classes

A teaching strategy is outlined which has been found useful in an adult, multi-level second language class. Basic to the model is effective planning in which attention to group structure, class organization, and the development of learning activities and materials are central considerations. Each of these considerations is discussed and presented graphically with various kinds of charts. The multi-level teaching model, "The Duvals," is presented. Each unit in the materials consists of a theme which is presented to the entire class, with related exercises on three levels. The overall plan for each unit is given in chart form, as well as sample pages. (Author/AMH)

ED218462 CE032220

Sprouse, Betsy M.

Community-Based Learning Centers for Older Adults. Evaluation Report.

Wisconsin Univ., Madison. Faye McBeath Inst. on Aging and Adult Life.
Spons Agency-Administration on Aging (DHHS), Washington, D.C.
Pub Date 81
Grant-AoA-90-A-1613
Note-34p.; For related documents see CE 032 218-221.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education; *Community Education; *Educational Facilities; Lifelong Learning; *Older Adults; Program Costs; *Program Development; *Program Effectiveness; Program Evaluation; Student Costs
Identifiers-*Community Learning Centers; *Impact

This evaluation report describes a research and demonstration project on community education and aging to demonstrate that interest in, access to, and demand for opportunities for lifelong learning can be increased among older adults by involving them in planning, implementing, evaluating, and changing community-based learning centers to meet their needs. Evaluation of this project conducted in Dane County, Wisconsin, from 1978-81 is discussed in three sections focusing on the process of developing learning centers, a performance evaluation of the impact of the centers, and the efficiency of the program model. The evaluation of the process looks at these problems with program development: low initial enrollment, requiring too few resources from the community and sponsors involved, and amount of time spent in planning. The section on performance evaluation considers these program activities: development of alternative models for implementation of community-based learning centers, involvement of local sponsors and learning center coordinators, development of educational program, enrollment, recruitment of older adults as teachers, information dissemination, and development of plan for learning center continuation. The efficiency evaluation looks at sponsor and participant costs. (YLB)

ED218502 CE033148

Journal of Human Services Abstracts. Volume 7, Number 2, April 1982.
Aspen Systems Corp., Germantown, Md.
Spons Agency-Department of Health and Human Services, Rockville, Md. Project Share.
Pub Date Apr 82
Contract No-HHS-100-81-0052
Note-107p.; For related documents see ED 160 770, ED 164 965, ED 176 077, ED 195 640, and ED 200 826.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Abstracts; *Administration; *Community Services; Counseling Services; Data Processing; *Delivery Systems; Disabilities; Employment Services; *Human Services; Information Sources; Mental Health Programs; Personnel Management; *Planning; Program Development; *Publications; Reference Materials; Research Projects; Research Reports; Vocational Education
Identifiers-Project Share

This journal is published quarterly by Project SHARE, a clearinghouse for improving the management of human services. Each Journal announces 150 of the documents included in the SHARE automated data base on subjects of concern to those responsible for the planning, management, and delivery of human services. The Journal is divided into four parts: the abstracts themselves, arranged in alphabetical order by author; an alphabetical list of corporate authors; an alphabetical list of documents; and a subject index. In the index, categories are listed alphabetically and include cross-references between conceptually related index terms and cross-references from synonyms to the preferred terms. Information on ordering documents announced in the journal, submitting documents, and SHARE's free reference service is also provided in the journal. (KC)

ED218521 CE033202

Wallace, Virginia

Budgets. An Adult Competency Education Learning Module.

Montclair State Coll., Upper Montclair, NJ. Resource Dissemination Center.
Spons Agency-New Jersey State Dept. of Education Trenton. Bureau of Adult, Continuing, Community Education.
Pub Date [78]
Note-75p.; For related documents see CE 033 200-205.
Available from-National Adult Education Clearinghouse, Montclair State College, Upper Montclair, NJ 07043 ($4.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Education; Behavioral Objectives; *Budgeting; *Budgets; *Competency Based Education; *Consumer Economics; Consumer Education; Course Descriptions; Learning Activities; Learning Modules; Lesson Plans; Mathematics Instruction; *Money Management; Pretests Posttests
Identifiers-Adult Performance Level

This instructional unit on budgets is one of six Adult Competency Education Learning Modules designed for use in a program of competency-based instruction for students with reading levels of 4.0-7.5. It is self-contained and designed for immediate classroom use. Each module is a complete instructional package, including Adult Performance Level objectives, curriculum outline, pre/posttest with answer key, lesson plans, teacher and student activities, skill documentation, informational materials, and worksheets. A developmental math curriculum is incorporated into the module. To facilitate use of the modules in a math program, all math worksheets are presented at four varying levels of ability. A key to the math worksheet levels is provided. The five lessons in this module cover these topics: What Is a Budget?, Budgets Mean Money, Money and Children (allowances), Budget Charts and Graphs, and Managing Your Money. (YLB)

Greenwood, Reed; And Others

Systematic Caseload Management: Participant's Workbook. Advanced Facilitative Case Management Series, Training Package III.

Arkansas Univ., Fayetteville. Rehabilitation Research and Training Center.
Spons Agency-National Inst. of Handicapped Research (ED), Washington, DC.
Pub Date 80
Grant-NIHR-16-P-56812-RT-13
Note-51p.; For related documents, see CG 016 034-040.
Available from-Arkansas Rehabilitation Research and Training Center, Publications Department, P.O. Box 1358, Hot Springs, AR 71901 ($4.00).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Caseworker Approach; Counseling Techniques; *Counselor Training; Evaluation Methods; Learning Modules; Objectives; Planning; *Rehabilitation Counseling; Self Evaluation (Individuals); *Skill Development; Student Participation; *Training Methods; Workbooks
Identifiers-*Time Management

This guide is the participant workbook for the third in a series of instructor-assisted training modules for rehabilitation counselors, supervisors, and graduate students. This workbook for the third module focuses on caseload management skills, i.e.: (1) planning, emphasizing specific goals and action plans; (2) time management, including the effective allocation of time to meet client, counselor and agency needs; and (3) progress review, providing regular assessment of counselor progress toward planned goals. The materials provide worksheets, practice exercises, self-assessment checklists, and time management charts for use during the training sessions. Space for note taking is also provided. (MCF)

ED218588 CS006732

Bynum, Brenda J.
How Parents Can Help Their Children in Reading.
Pub Date 14 Jun 82
Note-53p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Annotated Bibliographies; Beginning Reading; Early Reading; Elementary Education; *Inservice Teacher Education; Literature Reviews; *Parent Participation; *Parent Role; *Reading Programs; *Reading Readiness; Teacher Role; Workshops

To provide a scholarly basis for justifying and implementing a parent involved reading program, this annotated bibliography provides a review of the literature that helps to clarify the role of the parents, teachers, and administrators in reading progress; gives suggestions regarding the way parents can help their children in reading; and compiles current information in the area of parent involvement in reading for accessible use. The literature indicates that the parents are the child's first teacher and because of their early involvement and familiarity with the child they may be better able to provide effective initial instruction than the teacher. Once the child has entered school, parents can reinforce what is learned at school by listening to the child's experiences and voicing approval. While it is preferred that parents not be involved in decision making, it is desirable and beneficial to have parents involved as supporters of education and the educational process and as volunteers in the school and classroom. In general, most of the programs reviewed had as their goals making parents familiar with the school and school personnel, informing parents of the important role they can play in assisting their child in the acquisition of reading skills and providing specific suggestions and materials for them to help their children at home. (Appendixes include an outline for an inservice program for teachers on how parents can help their children in reading and sample materials for an inservice workshop.) (HOD)

ED218608 CS206871

Hagerty, Patricia Jo

Comparative Analysis of Selected High Frequency Words Found in Commercial Spelling Series and Misspelled in Students' Writing to a Standard Measure of Word Frequency.

Pub Date [81]
Note-29p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Comparative Analysis; Elementary Education; Error Patterns; *Spelling Instruction; Textbook Content; Textbook Publication; *Textbook Research; *Word Frequency; *Word Lists; Writing Skills

A major purpose of this study was to determine whether a selected number of current, commercially prepared spelling series used high frequency words for their word lists. A second purpose was to determine whether students misspelled high frequency words in their writing. Eleven commercially prepared spelling series were selected according to the following criteria: copyright date of 1976 or later, availability at the beginning of the study, and publication in basal format with books for each grade level 2 through 6. Through systematic sampling, 100 words from each grade level of each series were chosen resulting in a total of 5,500 words. Words from students' writing were taken from writing samples by students in grades 3 and 5. "The American Heritage Word Frequency Book" was used to determine word frequency. Results showed that there were significant differences among the spelling series in their number of high frequency words based on a standard measure of word frequency. No one series had the highest number of high frequency words at each grade level. Also, no one series was consistent across grade levels in the number of high frequency words found at each grade level. Although grade 2 should have had the highest number of high frequency words, results showed that grade 3 had the highest number, while grade 4 had the second highest, followed by grades 2, 5, and 6. Finally, the high number of incorrectly samples suggests that students' writing serves as a potential source for spelling words. (HOD)

ED218629 CS207016

Soloski, John; Dyer, Carolyn Stewart

The Cost of Prior Restraint: "U. S. v. The Progressive."

Pub Date Jul 82

Note-27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982). Original document marginally legible.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Censorship; *Court Litigation; *Freedom of Speech; Journalism; *Legal Costs; *Media Research; Newspapers; *Periodicals

Identifiers-First Amendment; *Progressive (The); *United States v The Progressive

Increased litigation and rising litigation costs threaten the future of newspapers and magazines. A case study was conducted to determine the costs and effects of "United States v. 'The Progressive,'" a prior restraint case over the publication in 1979 of an article on the hydrogen bomb. "The Progressive," which operates at a deficit, spent almost a quarter of a million dollars defending itself. Costs of time and staff energy were even greater, threatening the continuation of the magazine. Although a First Amendment case, few in the media came to the aid of "The Progressive." Neither did circulation increase as much as in a normal year. Although libel and First Amendment insurance have been introduced recently, there is serious doubt whether small publications could afford such coverage, or even whether an insurance company would accept a controversial publication as a client. Civil liberties and professional organizations cannot do much more than assist in a few major cases, as they did in that of "The Progressive," providing "pro bono" work and filing "amicus" briefs. Such a state of affairs may result in newspapers and magazines too timid to risk publishing controversial material. A system of financing media litigation is needed to protect publications. (JL)

ED218671 CS207116

Language Use, Language Ability, and Language Development: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1982 (Vol. 42 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date 82
Note-15p.; Pages may be marginally legible.
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Annotated Bibliographies; Behavior Patterns; Child Language; Cognitive Style; *Doctoral Dissertations; Elementary Secondary Education; English; Figurative Language; Grammar; Higher Education; *Language Acquisition; *Language Attitudes; *Language Research; *Language Usage; *Linguistics; Reading Ability; Semantics; Syntax

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 29 titles deal with a variety of topics, including the following: (1) aspects of the organization of redundancy rules in the lexicon; (2) the adult role in early child language acquisition; (3) semantic categorization, intelligence, and language development; (4) lexical-generative grammar; (5) linguistic abilities of children with fetal alcohol syndrome; (6) deletion and interruption in comparatives; (7) semantic and syntactic aspects of children's questions at three linguistic stages; (8) metaphoricity, language, and mind; (9) field independence, grammatical awareness, and reading ability in second grade children; (10) the relationships among sugar-intake, attending related behavior, and the language development of preschool children; (11) the effect of linguistic awareness instruction on linguistic awareness concept development and reading attitudes of kindergarten children; (12) temporal features of infant speech; and (13) an interactive phonology of the English syllable. (FL)

Applied Communication, Argumentation, and Debate: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1982 (Vol. 42 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date 82
Note-8p.; Pages may be marginally legible.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies; *Communication Research; Debate; *Doctoral Dissertations; Employment Interviews; Higher Education; Interaction; Interpersonal Competence; *Interpersonal Relationship; *Job Satisfaction; *Job Skills; Measurement Techniques; Nurses; Organizational Communication; Principals; Program Development; Teachers; Unions

Identifiers-*Interpersonal Communication

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 11 titles deal with the following topics: (1) interpersonal communication in the reference interview; (2) the relationship of a principal's communication behavior to the teacher's perceived job satisfaction; (3) the relationship between the attitude of trust within a communication climate and attitudes toward unions among white collar workers; (4) the growth of a teacher in a communication project; (5) perceived communication behavior of public school superintendents and communication satisfaction of media representatives; (6) employee communication abilities, communication satisfaction, and job satisfaction; (7) the effects of communication climate variables on the satisfaction and commitment of hospital nurses; (8) critical behaviors of interpersonal competence for clerical workers validated using the Delphi technique; (9) communication among faculty members; (10) the development and evaluation of a training program in interpersonal communication and problem solving skills for premarital couples; and (11) the development of a perceived communication effectiveness scale for graduate teaching assistants. (FL)

ED218713 EA014723

Jones, Vernon F.

Training Teachers to Be Effective Classroom Managers.

Association for Supervision and Curriculum Development, Alexandria, Va.

Pub Date 82

Note-17p.; Chapter 3 of "Helping Teachers Manage Classrooms" (EA 014 720). For related documents, see EA 014 720-728.

Available from-Not available separately; see EA 014 720.

Document Not Available from EDRS.

Descriptors-*Classroom Techniques; *Discipline; Elementary Secondary Education; Program Effectiveness; Program Improvement; Teacher Education; *Teacher Education Programs; *Teacher Role; Teaching Skills

Of the programs intended to help teachers maintain student discipline, the vast majority are simplistic and focus on only a few of the factors influencing student behavior. According to this chapter of "Helping Teachers Manage Classrooms," both preservice and inservice programs are needed that provide teachers with a wide range of skills, focus on creating student attitudes and behavior skills rather than on controlling students, and provide teachers with methods for coping with students who fail to respond to instructional or communicational techniques. Teachers must be provided with an understanding of the factors influencing individual and group behavior in school settings, methods for diagnosing these factors, and options for influencing student behaviors. Teachers should obtain an overview of the various methods used in the last decade, then learn specific skills in the following areas: understanding students' personal and academic needs; clarifying the teachers' own beliefs, values, and goals; creating functional classroom norms; employing effective teaching methods; establishing positive relationships with and among students; improving student self-concept; meeting the teachers' own personal and professional needs; solving problems effectively; using behavioristic interventions; working with parents; and using resource personnel. (Author/PGD)

ED218753 EA014781

Ingram, Ernie; And Others

Education North: A Case Study of a Strategy for Building School-Community Relationships.

Pub Date Jun 81

Note-18p.; Paper presented at the Annual Meeting of the Canadian Association for the Study of Educational Administration (Halifax, Nova Scotia, Canada, June 1-4, 1981).

Available from-Not available separately; see EA 014 774.

Document Not Available from EDRS.

Descriptors-Administrators; *Citizen Participation; *Community Involvement; Elementary Secondary Education; Foreign Countries; Lay People; Power Structure; Program Development; Program Implementation; Rural Areas; *School Community Relationship; School Districts; Teachers

Identifiers-*Alberta (North); *Education North Project

Education North is an experimental project to promote community involvement in schools in seven selected towns in northern Alberta (Canada). The project strategy is based on the "local education society" (LES), an autonomous group that develops and operates local programs using government funds, independent of the local education agency (LEA). All seven projects funded--in the Little Red River area, Lac La Biche, Slave Lake, Fort Chipewyan, Fort Vermilion, Wabasca-Desmarais, and Atikameg--have passed through the stages of initial contact, LES formation, and program development and approval. Three projects are in the stage of early operations, which involves hiring an LES coordinator and preparing to implement the program. One project is in the early implementation phase, while two programs, one focusing on curriculum development and the other on funding surrounding communities' projects, have reached the stage of active program operations. Two key issues have arisen in Education North. One involves the locus of power in the LES-LEA relationship and the need for balance between the two. The other issue concerns the relationship between laypersons and professionals in the projects, including each LES's relationship to its coordinator and the role of LEA personnel in LES leadership. (RW)

ED218773 EA014801

Ruffin, Santee

The Principal's Role in Interscholastic Sports.

National Association of Secondary School Principals, Reston, Va.

Pub Date Apr 82

Note-10p.

Available from-Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Role; Athletes; Athletic Coaches; *Extramural Athletics; High Schools; Principals; Student Recruitment; Teacher Administrator Relationship

Identifiers-Student Administrator Relationship

Principals are ultimately responsible and accountable for all scheduled activities that are part of the school's program, including interscholastic athletics. Among their responsibilities are supervising athletic directors, treating coaches as teachers first and as glory-winners for the school second, maintaining responsible conduct among spectators at athletic events, helping student athletes keep their achievements and expectations in perspective, and protecting athletes from the unscrupulous recruiting practices of some colleges. (Author/PGD)

ED218793 EA014821

Smorodin, Calla; And Others

Point of View: A Critical Variable in Program Development and Program Evaluation.

Pub Date Apr 81
Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Agency Cooperation; *Attitudes; Case Studies; Community Resources; *Consumer Education; Consumer Protection; Cooperative Programs; Educational Cooperation; *Educational Objectives; Elementary Secondary Education; Evaluation Criteria; Institutional Cooperation; *Program Development; *Program Evaluation
Identifiers-*Saint Louis City School District MO

A case study of the Urban Consumer Education Project (UCEP)--a cooperative program of the St. Louis (Missouri) public schools and the Missouri Attorney General's Division of Consumer Protection--shows how point of view can shape a project's development and evaluation. "Point of view" here means knowing what one wants to do and how and why one wants to do it. UCEP gave teachers and community resource persons inservice training in teaching consumer skills to students and integrated the community's consumer resources into schools' instructional programs. UCEP's point of view was that consumers have rights and responsibilities, both codified in statutes. From the project director's standpoint, UCEP's point of view brought the cooperating agencies together and affected all parts of project design, including advisory board selection, materials development, and classroom activities. From the project evaluator's standpoint, UCEP's point of view generated the criteria for measuring project effectiveness, allowed the creation of a consistent curriculum, focused teachers' and resource persons' inservice training and improved their instructional skills, facilitated assessment of UCEP's impact, and reduced the usual curriculum change problems by making UCEP's curriculum understandable to teachers. (Author/RW)

ED218814 EC142747

Ward, James, Ed.; Bochner, Sandra, Ed.

Recent Developments in Special Education: Proceedings of the Professional Seminar in Special Education Held at Macquarie University to Commemorate the International Year of the Child (North Ryde, Australia, September 14-December 7, 1979).

Macquarie Univ., North Ryde (Australia).
Report No-ISBN-0-85837-419-6
Pub Date Aug 80
Note-457p.
Available from-Macquarie University, Special Education Centre, North Ryde, New South Wales, 2113, Australia ($10.00; 5 or more $8.00).
EDRS Price - MF01/PC19 Plus Postage.
Descriptors-Deafness; Delivery Systems; Developmental Disabilities; *Disabilities; Early Childhood Education; *Educational Trends; Elementary Secondary Education; Emotional Disturbances; Family Counseling; Foreign Countries; Language Acquisition; Mental Retardation; Multicultural Education; Reading Instruction; Rehabilitation; Research Utilization; Severe Disabilities; *Special Education
Identifiers-*Australia

Intended for teachers, resource staff, administrators, counselors, research workers, and individuals in training, the document presents 15 papers from a series of professional seminars on developments in the field of special education. Entries include the following titles and authors: "Direct Instruction Technology--Recent Developments and Research Findings" (on an approach which involves intensive, carefully sequenced, teacher directed small group, verbal instruction) by W. Becker, et al.; "Recent Developments and Future Trends in the Early Education of the Handicapped" (an early intervention for the retarded) by M. Pieterse; "Language Programs for the Handicapped" by S. Bochner; "Learning to Read--The Present Debate" (on psycolinguistic versus behavioristic approaches to reading instruction) by J. Gayen; "Recent Developments in Educational Programing for the Severely Handicapped" by B. Thorley; "The Unseen Handicap" (on education and communication for the deaf) by A. Wilson; "Special Education in Australia" by B. Watts; "Rehabilitation of Persons with Handicaps" (on the improvement of education and rehabilitation services in the United States in relation to their implication for Australia) by D. Brolin; "Research to Practice in Mental Handicap" (on a strategy for applying research adapted by the Habilitation Technology Project) by E. Whelan; "Therapy for Emotionally Disturbed and Their Families" (on Adlerian family counseling) by R. Lowe; "Organizing Services for the Developmentally Disabled" by A. Shaddock; "Resource Management and Utilization in Special Education" (two papers on the need for effective leadership and on a systems approach to meeting handicapped children's needs) by T. Parmenter; "Multicultural Education--The Rhetoric and the Irreconcilable" (a review of literature on multicultural education in Australia) by M. Poole; "Aboriginal Education? Preparing Children for Self Determination--A Common Goal for All Children" (on research with Australian Aboriginal children) by A. Maggs, et al.; and "Recent Developments in Special Education--An Overview of the IYC (International Year of the Child) Seminar" by J. Ward. (SB)

ED218927 FL012973

Gage, Alfred; And Others

Impact of Public Relations Realized: A Public Relation Handbook for Foreign Language Teachers.

Oklahoma State Dept. of Education, Oklahoma City. Curriculum Div.
Pub Date 82
Note-151p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Elementary Secondary Education; Program Development; *Publicity; *Public Relations; Resource Materials; School Community Relationship; *Second Language Learning

This handbook for teachers is intended as a practical aid in creating an effective program of selling foreign language (FL) study to students, parents, counselors, administrators, and the community as a whole. The six sections into which it is divided correspond to the following aspects of a public relations (PR) program: purpose, profits, publics, product, promotion, and professionalism. The first section defines PR outlines, the elements of a good PR program, and discusses why PR campaigns for FL study are necessary. The profits chapter deals with the reasons for studying a foreign language, including increased and more interesting career opportunities. Research on the academic and personal benefits of FL study is also reviewed. The third section identifies audiences and outlines the ways FL teachers might approach each sector. The section on product includes the elements of a good FL program, program and needs assessment sheets, a college questionnaire, an FL opinion poll, a survey of FL in business and industry, and a statement of goals. Section five explains how to publicize the program, as well as marketing, publicity, and setting up a filing system. The final chapter lists resources and describes each one's function. Appendices contain items the teacher can reproduce and use in developing a PR program, as well as a bibliography. (AMH)

ED218650 CS207073

Gantz, Walter

Television the Surrogate Parent: Uses and Correlates of Television as Babysitter.

Pub Date Jul 82

Note-24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982). Table IV may not reproduce well.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Childhood Interests; *Child Rearing; Influences; *Mass Media Effects; *Mother Attitudes; Mothers; *Parent Child Relationship; *Television; *Television Research; Television Viewing

Identifiers-*Media Role

A study was conducted to determine (1) how often television was used as a surrogate parent, (2) the reasons leading to its use as such, and (3) the correlates of using television as a babysitter. Telephone interviews were conducted with 226 mothers who had children between the ages of 2 and 12. The respondents answered questions that addressed their attitudes toward television and its use by children, the amount of television they believed their children watched each day, their policies governing the use of television by their children, their reasons for using television as a babysitter, and the frequency of such use. Results showed that the mothers used television as a babysitter primarily so that they could take care of household chores. While confirming that this practice also gave them time to relax, the mothers denied using television so that they could socialize. Nearly half of the respondents reported using television as a babysitter for at least 1 hour each day. Mothers of younger children and those with less formal education tended to use the practice more frequently than did those with older children and more formal education. These mothers also generally approved of television viewing for children and watched a great deal of television themselves. Television as a babysitter was not used appreciably more often by single mothers or by those who also worked outside the home. (FL)

ED218734 EA014745

McKibbin, Sue; And Others

Using Knowledge for School Improvement: A Guide for Educators.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Aug 81

Contract No-400-80-0103

Note-42p.; For related documents, see EA 014 746-749.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Change Agents; Change Strategies; Costs; *Educational Attitudes; *Educational Change; *Educational Improvement; Educational Innovation; Elementary Secondary Education; Information Utilization; Institutional Characteristics

Identifiers-*Change Analysis; Research Practice Relationship

To bridge the communication gap between research and practice related to educational innovation and school improvement, the authors present a selective summary, prepared especially for innovation disseminators and educational practitioners, of the key ideas in the six essays in the book "Improving Schools: Using What We Know" (1981). The document's first section examines the different assumptions and implications of technological, political, and cultural perspectives on educational innovation. Section 2 looks at the dynamics of educational change. It first notes the common characteristics of schools and then discusses the school dilemma of choosing among four pairs of alternatives--coordination versus flexibility, external expertise-seeking versus self-reliance, centralized versus shared influence, and change versus stability. This section next considers the costs and rewards of educational change and suggests ways to move away from the technological mindset. The role of outsiders and insiders in school change is analyzed in the final section, which examines the characteristics and strategies of external change agents before discussing the roles of teachers, principals, superintendents, and district resource staff. The authors suggest that a team approach could bring insiders and outsiders together. (Author/RW)

ED218835 EC142795

Sapon-Shevin, Mara

Mainstreaming the Handicapped, Segregating the Gifted: Theoretical and Pragmatic Concerns.

Pub Date Mar 82

Note-35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educational Needs; *Educational Philosophy; *Gifted; History; Mainstreaming; *Mental Retardation; Social Attitudes; *Special Classes; *Student Placement; Teacher Qualifications

The paper traces the apparently conflicting trends toward elimination of special classes for handicapped students (mainstreaming) and the movement toward special programs for gifted and talented students. Issues related to identification and labeling are examined, and the importance of flexible definitions for both retardation and giftedness is cited. Similarities in espoused rationales for providing services to both groups are discussed, the debate over special vs. regular class placement is reviewed, and assumptions underlying gifted advocates' stress on segregated programing are examined. Controversies over qualifications and characteristics of teachers of both groups are also addressed. The author asserts that the ways in which retardation and giftedness are conceptualized will have a major effect on society's views and educational practices. Common concerns for both populations are voiced, including provision of token services, the need for truly differentiated services and for a continuum of services. Assumptions underlying gifted education must be thoroughly examined, the author emphasizes, before the gifted education movement can be used as a lever to address deficiencies in all areas of education, promote individualization, and value diversity. (CL)

ED218858 EC143120

McCarron, Lawrence T.; Stall, Colleen H.

Street Survival Skills Questionnaire for the Deaf.

Texas Tech Univ., Lubbock. Research and Training Center in Mental Retardation.

Spons Agency-National Inst. of Handicapped Research (ED), Washington, DC.

Pub Date Jun 81

Grant-DHEW-16-56819/6-10

Note-24p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adjustment (to Environment); Adolescents; *Basic Skills; *Daily Living Skills; *Deafness; Health; Manual Communication; Money Management; Safety; *Testing; Test Use; Time; Young Adults

Identifiers-*Street Skills Survival Questionnaire

Guidelines are given assessing the community living skills of deaf students through an adaptation of the Street Survival Skills Questionnaire (SSSQ), which was originally designed for developmentally disabled or handicapped adolescents and adults. Adaptations include consideration of situational factors (such as visual distractions) and the influences of using manual communication. Examples of the notation system used are given, and instructions are presented for nine topic areas: basic concepts; functional signs; tools; domestic management; health, safety, first aid; public service; time; money; and measurement. (CL)

ED218880 EC143145

Isaacson-Kailes, June; And Others

A Multidimensional Comparison of the Social Adjustment of Mainstreamed Physically Handicapped High School Students and Non-Handicapped Classmates.

Westside Community for Independent Living, Los Angeles, CA.
Spons Agency-California State Dept. of Education, Sacramento.
Pub Date Jul 81
Grant-19-B352-81-3293-7100
Note-135p.
EDRS Price - MF01/PC06 Plus Postage.

Descriptors-High Schools; *Mainstreaming; *Peer Acceptance; Peer Relationship; *Physical Disabilities; Self Esteem; *Social Adjustment; Student Adjustment; *Student Attitudes

The document describes a study which investigated the social adjustment of orthopedically handicapped (OH), mainstreamed, high school students by comparing their status with that of their nonOH classmates on several socioaffective measures. An introduction reviews literature on the assumptions underlying mainstreaming and research on the academic and social effects of mainstreaming for handicapped children. Methodology is the topic of another section which outlines the assessment instruments used, including self report measures, the Peer Rating Scale, student folder data, participant observer questionnaires, a parent questionnaire, and a retrospective questionnaire. Noted among findings are that OH youngsters received significantly more positive ratings than their nonOH classmates, OH students feel a greater sense of involvement in their classroom activities, and OH students have lower self esteem with regard to their peers. Included are tables with statistical data and sample copies of scales and questionnaires. (SB)

ED218905 EC143170

Mullarkey, James E.

Project Career: Special Vocational Needs Education Support Program.

Pub Date Apr 82

Note-16p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session W-70).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Education; *Disabilities; High Schools; *Job Skills; *Job Training; Nontraditional Education; Program Descriptions; *Vocational Education

Identifiers-*Project Career WI

Project Career (New Berlin, Wisconsin) is a special vocational needs education support program for disabled adolescents. The project's underlying philosophy focuses on early detection of potential vocational limitations steming from handicaps and the development of skills to overcome, compensate for, or contend with the disability. Eligibility criteria includes demonstrated need and acceptance of the project's philosophy by the student, parents and school. Among the services offered through Project Career are inschool work evaluation and training, inschool work adjustment, and job experience opportunities. Courses are offered in the following areas: awareness, assertiveness, and job attitudes; exploring, discovering, and investigating jobs; planning and preparing for the future; and finding, getting, and keeping a job. Results of an informal survey of project participants show that 80% of the students are employed. Among problems facing the project are student failure in academic subjects, arrangements regarding staff and student schedules between schools and school districts, and provision of transportation in a suburban area. (SB)

ED218964 FL013061

Fanselow, John F.

What Kind of a Flower is That?--An Alternative Model for Discussing Lessons.

Pub Date May 82

Note-32p.; Paper presented at the Convention of Teachers of English to Speakers of Other Languages (16th, Honolulu, HI, May 1-6, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Body Language; Classroom Communication; *Classroom Observation Techniques; *Communication Research; *Discourse Analysis; English (Second Language); Higher Education; *Interaction Process Analysis; *Lesson Observation Criteria; *Models; Paralinguistics; Speech Communication; Student Teacher Relationship; Teacher Education; Videotape Recordings

As a botanist uses specific, non-judgmental descriptions that are part of a conceptual framework to help see different varieties and characteristics of plants, so teachers can see more clearly what they do if they describe rather than judge what is done. If the purpose of using a framework or model to discuss lesson presentations and classroom communication is to discover the rules persons follow, a model is needed for teachers to follow in observing tape-recordings of their own lessons. The model described here has five characteristics: (1) the source and target of communication; (2) the purpose; (3) the mediums used to communicate content, namely, linguistic, non-linguistic, para-linguistic, and silence; (4) six ways in which mediums are used, namely, to attend, characterize, present, relate, represent, or set; and (5) content categorized as life, procedure and study. A multidimensional coding system such as this one generates many differences in the descriptions of communication. Using it in conjunction with videotape observation and self-critique accomplishes its major purpose, simply to describe what is. Rules as well as alternative patterns will then readily suggest themselves. Tables illustrate the model and further reference material is provided in the appendices. (AMH)

ED218985 FL013102

Providing Effective Cultural Orientation: A Training Guide.

Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.
Spons Agency-Office of Refugee Resettlement (DHHS), Washington, D.C.
Pub Date [82]
Grant-96-P-10002-3-01
Note-74p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Agency Role; Behavioral Objectives; Communication Skills; *Cross Cultural Training; Cultural Awareness; Cultural Differences; Intergroup Relations; Needs Assessment; Organizations (Groups); *Orientation; Professional Personnel; Program Development; Program Evaluation; *Refugees; Social Integration; *Training Methods; *Workshops

This guide is designed to help trainees plan, conduct, and evaluate workshops to assist others in providing cultural orientation (CO) programs for refugees. CO is seen as a continuous learning process, involving a two-way exchange of information and skills. Awareness is developed of: (1) differences and similarities in behavior, attitudes, and values; (2) knowledge of the reasons that underlie these similarities and differences; and (3) skills in acting effectively with people of different cultures. The first step in structuring orientation is seen as the identification of clear training objectives. Since cross-cultural orientation is needed by all people who will come into contact with refugees, objectives for cultural orientation will vary. Typical objectives of cultural orientation are identified under the headings of awareness, knowledge, and skills. Attention is also directed to the following areas: conducting a needs assessment for providers of cultural orientation, setting workshop objectives, selecting training methods, developing the workshop content and agenda, and evaluating the workshop. Materials include references, examples of workshop agendas, a matrix of training models, a summary of the refugee resettlement process, a description of a simulation game, a list of regional and state refugee coordinators, a list of national voluntary agencies, and a list of selected organizations active in cross-cultural training. (SW)

ED218419 CE031209

Richardson, Roger L.; Bacon, E. Miles

Engine Tune-up Service. Unit 2: Charging System. Review Exercise Book. Automotive Mechanics Curriculum.

Florida State Univ., Tallahassee. Career Education Center.

Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date Jan 78

Note-31p.; For related documents see CE 031 208-222 and CE 033 108-109.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Auto Mechanics; Check Lists; *Electric Batteries; *Engines; Evaluation Criteria; Postsecondary Education; Pretests Posttests; Review (Reexamination); Secondary Education; Study Guides; *Trade and Industrial Education

Identifiers-Alternators; *Automotive Charging System; *Automotive Tune Up; Regulators (Electrical Equipment)

This book of pretests and review exercises is designed to accompany the Engine Tune-Up Service Student Guide for Unit 2, Charging System, available separately as CE 031 208. Focus of the exercises and pretests is testing the charging system. Pretests and performance checklists are provided for each of the three performance objectives contained in the unit. There are six review exercises that are short check-ups to let the student know how well she/he has learned the material for one or more work activities covered in the Student Guide. Answers to all of the exercises are found at the back of the book. (YLB)

ED218442 CE031884

Rosove, Bruce; Hawkins, Keira

PLACE: Guided Steps to Employment Readiness. Sourcebook on the World of Work. Part A: Identifying Your Occupation. Part B: Fitting the Requirements.

Canada Employment and Immigration Commission, Ottawa (Ontario). Occupational and Career Analysis and Development Branch.

Report No-CEIC-WH-7-049E

Pub Date 80

Note-86p.; For related documents see CE 031 882-890.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adults; *Career Choice; Career Counseling; Career Education; Credentials; *Employment Potential; Employment Problems; *Employment Qualifications; Employment Services; Information Sources; *Job Skills; *Occupational Information; Problem Solving; Resource Materials; Resources

Identifiers-Canada; *PLACE (Program)

This PLACE Sourcebook on the World of Work provides clients in employment counseling with information about occupations, the norms of the labor market, and sources that clients can consult to find additional information on the parts of PLACE related to identifying an occupation and fitting the requirements. For each employment-related topic in the corresponding Workbook (CE 031 883) there is a section in the Sourcebook that clients can read to analyze the nature of employment requirements for that topic. The Sourcebook can also be used by clients to find out what is meant by questions in the workbook to determine how they should be answered. It sets forth those skills or resources that must be obtained to overcome each employment problem. Topics covered include Canadian Classification and Dictionary of Occupations, physical requirements, work performance requirements, credentials, and equipment and work clothes ownership. An appendix provides instructions on using employers, unions and professional associations, and workers as sources of information about occupational entry requirements. (YLB)

ED218481 CE032864

Moore, James R.; And Others

Industrial Marketing. Marketing and Distributive Education Curriculum Guide.

Southern Illinois Univ., Carbondale. Dept. of Vocational Education Studies.

Spons Agency-Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date Jun 82

Note-514p.; For related documents see CE 032 865, ED 156 857-861, ED 174 822-823, ED 186 726-727, ED 189 382, and ED 204 510-512.

EDRS Price - MF02/PC21 Plus Postage.

Descriptors-Advertising; Behavioral Objectives; Business Administration; Communication (Thought Transfer); Competence; *Competency Based Education; Curriculum; Curriculum Guides; *Distributive Education; Economics; Educational Resources; Human Relations; Learning Activities; *Marketing; Mathematics; Merchandise Information; Merchandising; *Occupational Information; Postsecondary Education; Purchasing; Salesmanship; *Sales Occupations; Secondary Education; Units of Study; Vocational Education

This guide is designed to provide the curriculum coordinator with a basis for planning a comprehensive program in the field of marketing as well as to provide marketing and distributive education teacher/coordinators with maximum flexibility in planning an industrial marketing curriculum. The guide was constructed by identifying the competencies needed by an entry-level industrial salesperson and validating them through interviews and surveys with professionals employed in various positions within different types of industrial firms. Validated competencies were clustered into 11 instructional areas and an instructional objective written for each cluster. These clusters are the following: advertising, communications, display, human relations, management, marketing/economics, mathematics, operations, product service technology, purchasing, and selling. The competency clusters are color-coded for convenience, and each competency contains suggested learning activities and references. Other components of this competency-based curriculum guide include information on careers in industrial marketing, a competency curriculum planning grid, blank sample competency worksheets for additional competencies identified on the local level, and a bibliography. (KC)

ED218566 CG016066

Hooyman, Nancy R.; Tomita, Sue

Interventions in Cases of Elderly Abuse within Medical Settings.

Pub Date Mar 82
Note-35p.; Paper presented at the Annual Meeting of the Western Gerontological Society (28th, San Diego, CA, February 27 - March 3, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Services; Evaluation Methods; *Evaluation Needs; *Family Problems; Guidelines; *Identification; *Intervention; Medical Evaluation; Models; *Older Adults; *Prevention
Identifiers-Elder Abuse

This paper describes a model, to be adopted or adapted by human services professionals, for overcoming barriers to the detection, intervention, and prevention of elder abuse. The barriers (professional denial of abuse problems, lack of detection, guidelines and intervention procedures, and the absence of community support services) are identified along with the seven model objectives designed to address these problems. The model's major components, i.e., development of written protocol for detection and assessment, education and training of staff, and identification of appropriate interventions at the individual, family and community level are presented in detail. The four appendices provide specific implementation aids including: (1) outlines for a medical history and psychosocial, physical and caregiver evaluations; (2) a care plan outline (diagnostic, educational, and therapeutic); (3) evaluation forms (Goldfark Dementice Scale, the Elderly Abuse Questionnaire, and the Elder Abuse Study form); and (4) a directory of community agencies with descriptions of services. A reference list is also included. (MCF)

ED218774 EA014802

A Handbook for Community Involvement.
Georgia State Dept. of Education, Atlanta. Office of Administrative Services.
Pub Date 82
Note-81p.; Some pages may reproduce poorly due to faint print of original document.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Role; *Community Involvement; Elementary Secondary Education; Program Development; Public Relations; School Community Programs; *School Community Relationship; Volunteers

To help Georgia school administrators, educators, and community members, this handbook suggests ideas and plans for strengthening school-community relations and increasing community involvement in schools. The first section lays out the four steps district administrators should take in developing a systemwide community involvement program, including research, planning, action, and evaluation. In the second section are presented ideas for involving teachers, students, staff, parents, nonparents, senior citizens, business, and the news media in improving school public relations. The third section discusses ways to recruit and work with volunteers, while the fourth offers ideas on conducting school meetings, surveying the community, and orienting new teachers. A list of printed resources on school-community programs concludes the handbook. (Author/RW)

ED218463 CE032221

Sprouse, Betsy M.; Brown, Karen

Developing Community-Based Learning Centers for Older Adults. A Technical Assistance Manual.

Wisconsin Univ., Madison. Faye McBeath Inst. on Aging and Adult Life.
Spons Agency-Administration on Aging (DHHS), Washington, D.C.
Pub Date 81
Grant-AoA-90-A-1613
Note-43p.; For related documents see CE 032 218-220.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education; *Adult Programs; *Community Education; Educational Planning; Lifelong Learning; *Older Adults; *Program Development; Program Implementation
Identifiers-*Community Learning Centers

Designed for community groups and organizations, groups of older adults, senior clubs, and agencies, this manual documents the process of developing community education programs for older adults. The first section introduces the concept of a community learning center, while the second section considers whether a learning center should be developed. The next three sections look at three stages in setting up a learning center--planning (documenting need, setting program goals, establishing roles, fund raising), development (finding a location, gathering resources, designing the curriculum, recruiting teachers, promoting the program), and operation (registration, auxiliary services, community outreach, record-keeping, evaluation). The final section provides examples of program materials used in running a learning center, including curriculum ideas, procedures checklist, class leader application, information for class leaders, facility inspection checklist, registration card, identification card, interest survey, class evaluation form, and instructor's evaluation form. (YLB)

ED218503 CE033152

Passmore, David Lynn

Barriers to Youth Employment. Final Report, 7/1/80-6/30/81. Vocational-Technical Education Research Report.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency-Pennsylvania State Dept. of Education, Harrisburg. Bureau of Research and Evaluation.

Pub Date Jul 81

Contract No-83-0804

Note-85p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adolescents; Adults; Educational Needs; *Employment Problems; Employment Programs; Employment Qualifications; Labor Force; Labor Market; Labor Needs; Labor Supply; Labor Turnover; *Part Time Employment; Policy Formation; Public Policy; *Unemployment; Vocational Education; *Work Experience; Youth; *Youth Employment; Youth Programs

Provided in this report are a number of empirical and conceptual papers dealing with barriers to youth employment. The first paper, "Barriers to Youth Employment: A Review," contains a summary of more than 100 reports on causes of youth employability problems and poses several alternative strategies for formulation of youth labor market policy. The second paper, "Ethnographic Methods for Exploring the Education/Work Nexus," describes methods in applied anthropology that could be useful in studying youth employability problems. Then three empirical papers follow: "Chances of Previous Work Experience among Unemployed Youth," "Chances of Job Loss among Teenagers and Young Adults: Implications for Part Time Work," and "Characteristics of Unemployed Youths." These papers, using data from the 1979 Current Population Survey, found that age and school enrollment status are among the strongest correlates of desire for part-time versus full-time work, of previous work experience, and of chances of job loss among 16- through 24-year-olds in the civilian, non-institutional population of the United States during March, 1979. The papers are intended for

planners and policy makers in vocational education as well as for students of the youth labor market. (Author/KC)

ED218522 CE033203

Wallace, Virginia

Housing. An Adult Competency Education Learning Module.

Montclair State Coll., Upper Montclair, NJ. Resource Dissemination Center.

Spons Agency-New Jersey State Dept. of Education Trenton. Bureau of Adult, Continuing, Community Education.

Pub Date [78]

Note-81p.; For related documents see CE 033 200-205.

Available from-National Adult Education Clearinghouse, Montclair State College, Upper Montclair, NJ 07043 ($4.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Education; Behavioral Objectives; *Competency Based Education; *Consumer Economics; Course Descriptions; *Housing; Housing Discrimination; *Laws; Learning Activities; Learning Modules; Lesson Plans; Mathematics Instruction; Money Management; Pretests Posttests

Identifiers-Adult Performance Level; Leasing

This instructional unit on housing is one of six Adult Competency Education Learning Modules designed for use in a program of competency-based instruction for students with reading levels of 4.0-7.5. It is self-contained and designed for immediate classroom use. Each module is a complete instructional package, including Adult Performance Level objectives, curriculum outline, pre/posttest with answer key, lesson plans, teacher and student activities, skill documentation, informational materials, and worksheets. A developmental math curriculum is incorporated into the module. To facilitate use of the modules in a math program, all math worksheets are presented at four varying levels of ability. A key to the math worksheet levels is provided. The six lessons in this module cover these topics: A Roof Over Your Head, It Costs Money, Needs and Choices, Want Ads, Housing Activity Cards, and Laws and Leases. (YLB)

ED218543 CG016043

Beck, Terry F.; Yager, Geoffrey G.

Three Models of Confrontation Skills Training for Prepracticum Counseling Students.

Pub Date Mar 82

Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavioral Objectives; Comparative Analysis; *Counseling Techniques; *Counselor Performance; *Counselor Training; Graduate Students; Higher Education; Microcounseling; Models; *Skill Development; *Training Methods

Identifiers-*Confrontation

Most research on counselor training programs has focused on the trainee's responsive skills, while little research emphasis has been placed on the trainee's initiative dimensions that pave the way for more systematic action programs to help clients change their behavior. To examine various approaches to teaching one of the initiative skills, i.e., confrontation, 22 prepracticum counselors were assigned to one of three groups: a cognitive self-instructional modeling group, a Carkhuff discrimination/communication group, and a placebo control group. Results indicated that the two groups receiving confrontation rating training outperformed the control group, which merely received a labeling preparation. There were no differences between the self-instructional and communication/discrimination groups on any of the confrontational measures related to the role-played interview. The findings support the use of a behavioral teaching approach in the development of the advanced skill of confrontation. (Author/JAC)

ED218589 CS006733

Sheppard, Valerie

Modeling Authors to Become Authors.

Pub Date 81
Note-12p.; Paper presented at the Annual Meeting of the International Reading Association (26th, New Orleans, LA, April 27-May 1, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education; *Language Patterns; *Picture Books; Prewriting; *Writing Instruction; *Writing Readiness; Writing Skills

Picture books provide effective models for student writing. For purposes of organization and writing lessons, the models found in picture books may be divided into three groups: (1) language patterns; (2) story structures; and (3) literary elements. Language patterns include repetitive sentence patterns, verse forms, word patterns, and cultural sequences (concepts such as the alphabet, numbers, or the days of the week). Story structures instill in young writers an organization for their thinking. Some story structures even primary children can emulate are cumulative tales, problem centered sequences, explanation-direction sequences, episodic patterns, chronological structures, and interlocking sequences. Literary elements--plot, character, setting, theme, and tone--can be approached through textless picture books. Because picture books rely upon a multitude of these patterns and structures, the more forms the students recognize and utilize from a single picture book, the more diverse their writing will become. (JL)

ED218609 CS206896

Swift, Jonathan

The Mosaic of the World's Schools.

Pub Date Aug 80

Note-28p.; Paper presented at the Annual Meeting of the International Conference on the Teaching of English (3rd, Sydney, Australia, August 17-22, 1980).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cross Cultural Training; *Cultural Awareness; Demonstration Programs; *Educational Innovation; English Curriculum; English Instruction; *Global Approach; *Interdisciplinary Approach; *Multicultural Education; Program Content; Teacher Role

Identifiers-Livonia Public Schools MI

Global education is a natural, holistic, interdisciplinary way of relating the knowledge, skills, attitudes, and experiences young people will need to live in tomorrow's global community. Although many English teachers regard the English component in global education as alien to their concerns, this should not be so. The school of Global Education at Stevenson High School in Lavonia, Michigan, offers an interdisciplinary program with a strong English component. Three multidisciplinary sequences cover the deep past, the large present, and the future. A 2-hour block of English and social studies serves as the nucleus of the program, supplemented by satellite courses taught from a global perspective. All teachers are part of the global team and receive inservice training either individually or in groups. Cooperatively developed and taught global issues seminars on topics such as hunger, terrorism, and stereotyping are also offered. For those who want to plan a similar program, a variety of resource materials are available from the National Council of Teachers of English and other organizations and journals. Presented at various international conferences, the global approach concept has had a mixed reception, but the reality of the world demands such a perspective. (JL)

ED218630 CS207018

Bowers, Thomas A.

An Approach to Teaching the Retail Advertising Course.

Pub Date Jul 82

Note-17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982). Best copy available.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Advertising; Course Descriptions; *Distributive Education; Higher Education; Layout (Publications); Marketing; *Merchandising; *Retailing; Salesmanship; Teaching Methods

One approach to teaching a college-level retail advertising course emphasizes the use of newspapers and shopping guides. The course objectives are (1) to acquaint students with practices and problems of retailing, with particular emphasis on promotion and advertising; (2) to acquaint them with ways local advertising media meet promotional and advertising needs of retailers; and (3) to instruct them in procedures and techniques of advertising services of local print media. The course schedule includes a field trip to a local newspaper, assignments that involve students in market research and promotion, student involvement in telephone surveys for data collection, media guest speakers, and four or five assignments that include layout and illustrations. The coursework culminates in a 20-minute sales presentation by each student. In the presentation, students try to get the instructor (who is acting in the role of project retailer) to sign an advertising contract with their publication. The student's presentation book includes market promotion data (initially developed for an earlier assignment), information about the specific publication, rates and schedules, and speculative advertisements. (Appendixes include a syllabus, course schedule, detailed topic outline, topic reading list, and guidelines for guest speakers.) (HOD)

ED218672 CS207117

Literature, Literary Response, and the Teaching of Literature: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1982 (Vol. 42 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Pub Date 82

Note-14p.; Pages may be marginally legible.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescent Literature; Annotated Bibliographies; Books; Characterization; Childrens Literature; *Doctoral Dissertations; *Educational Research; Elementary Secondary Education; *English Instruction; Fiction; Higher Education; Literary Criticism; *Literature; *Literature Appreciation; Student Attitudes; Teaching Methods; Theories

Identifiers-*Reader Response

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 26 titles deal with a variety of topics including the following: (1) multicultural representation in children's books, (2) moral education through literature, (3) the effect of death awareness on the protagonists of selected adolescent novels, (4) the image of the family in adolescent literature, (5) the semiotic model and its use in the analysis of literary texts, (6) Kenneth Burke's dramatistic theory of literature and language, (7) a fantasy theme analysis of Harlequin Romances, (8) feminist literary criticism, (9) a values-centered approach to the teaching of literature on the college level, (10) the development of a system of value analysis of literary texts, (11) the Canadian short story database, (12) children's and teachers' concepts of a story, (13) narrators and narrative contexts in fiction, (14) an approach to teaching inference-making to junior high school students, and (15) a comparison of the attitudes and achievements of 11th and 12th grade students taught literature through the vocal-auditory and the written-analytic modalities. (HTH)

ED218694 CS503905

Ott, K. Kelley

Application of P. E. T. to Communication Consulting in Business and Industry.

Pub Dnte May 82

Note-12p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Hartford, CT, May 6-9, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education; *Business Skills; *Consultants; *Cross Cultural Training; Intercultural Communication; Teacher Effectiveness; Teaching Methods; *Training Methods

Identifiers-*Andragogy; *Program for Efficient Teaching

Just as pedagogy is the art and science of teaching children, andragogy is the art and science of leading adult learning. The pedagogical Program of Efficient Teaching (PET) process can be adapted to the predominately andragogical process of business consulting. Work at Honeywell, Incorporated in intercultural communication revealed how the five instructional skills of PET could be employed in a business environment. To fulfill the first requirement of PET, selecting the right objective at the correct level of difficulty, the consultant need only rely on the employees. The second skill, teaching to the objective, is also simplified in the andragogical situation because participants are learning only what they want to know. The third skill, maintaining the focus of the learner on the learning, also becomes largely the responsibility of the participant. The fourth skill, transference, however, is probably something business is not very concerned about, though the consultant should still consider it. Both consultant and participants must be equally responsible for the fifth skill, monitoring and adjusting. (JL)

ED218714 EA014724

Robinson, Phil C.; Von Huene, Gail

Meeting Students' Special Needs.

Association for Supervision and Curriculum Development, Alexandria, Va.
Pub Date 82
Note-7p.; Chapter 4 of "Helping Teachers Manage Classrooms" (EA 014 720). For related documents, see EA 014 720-728.
Available from-Not available separately; see EA 014 720.
Document Not Available from EDRS.
Descriptors-Ancillary School Services; Compliance (Legal); *Educational Diagnosis; Elementary Secondary Education; Federal Regulation; Individual Needs; Referral; *Resource Staff; *Student Needs; Student Rights; Teacher Role

This chapter of "Helping Teachers Manage Classrooms" discusses the classroom teacher's role in the assessment of students' special needs, in the referral of students to placement in special programs, and in the provision of special services. Primary attention is paid to prevention of problems in the referral process and to the use of outside personnel to assure correct diagnosis of student needs. The chapter concludes with brief discussions of several major areas in which special services are frequently needed, including special education, language problems, vocational education, and child abuse. (Author/PGD)

ED218754 EA014782

Knoop, Robert

Leadership Styles of Principals and Teachers' Job Satisfaction, Satisfaction with Supervision, and Participation in Decision Making.

Pub Date Jun 81

Note-23p.; Paper presented at the Annual Meeting of the Canadian Association for the Study of Educational Administration (Halifax, Nova Scotia, Canada, June 1-4, 1981).

Available from-Not available separately; see EA 014 774.

Document Not Available from EDRS.

Descriptors-Administrator Characteristics; Administrator Role; *Affective Behavior; Elementary Secondary Education; *Job Satisfaction; *Leadership Styles; *Participative Decision Making; *Principals; School Organization; Surveys; Tables (Data); Teacher Administrator Relationship; *Teacher Attitudes

A questionnaire survey of 1,812 elementary and secondary teachers sought to determine the effects of principals' leadership behavior on teachers' job satisfaction, satisfaction with supervision, and participation in decision-making. Two dimensions of leadership behavior were studied: consideration, or supportive and expressive behavior; and initiation of the work structure, such as setting schedules or performance standards. The data were gathered using the Leader Behavior Description Questionnaire, scaled items on satisfaction with the job and with the principal and on participation in decisions, and questions asking demographic information. Analysis by means of t-tests and correlations indicated that consideration was more closely related to teacher satisfaction and participation than was initiating structure.

The results also showed that leadership styles high on both consideration and initiating structure had the most positive work outcomes. Among the implications of the research is that preservice and inservice training for school administrators should help them acquire consideration skills. (Author/RW)

ED218794 EA014822

Evaluating School Administrators. A Guide to Establishing Criteria and Procedures.

South Carolina State Dept. of Education, Columbia.

Pub Date Jun 82
Note-31p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Evaluation; Behavioral Objectives; *Board of Education Policy; Charts; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Guidelines; *Job Performance; Occupational Information; Policy Formation; Records (Forms); Standards

To help South Carolina school officials, a task force prepared this handbook for establishing criteria and procedures for evaluating administrator performance. The guidebook's first section notes the purposes of the publication and discusses states' and administrator associations' positions on administrator evaluation, the legal basis for evaluations, and three types of evaluation: narrative essays, forced-choice evaluations with predetermined standards, and evaluations based on established performance objectives. Section 2 describes seven steps for the establishment of an evaluation system, including developing board policies, policy implementation procedures, and job descriptions; selecting the evaluation system and designing an evaluation instrument; familiarizing the administrators and evaluators with the system; and implementing and evaluating the system. Implications for staff development programs are also noted. Finally, three appendices present examples of South Carolina boards' policies on evaluations, model job descriptions, and sample letters and forms for each of the three evaluation types from a fictional "Trihard School District." (RW)

ED218881 EC143146

Kakalik, J. S.; And Others

The Cost of Special Education: A Rand Note.

Rand Corp., Santa Monica, Calif.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Report No-Rand-N-1792-ED

Pub Date Nov 81

Contract No-300-79-0733

Note-420p.; For related document, see EC 143 147.

Available from-The Rand Corporation, 1700 Main St., Santa Monica, CA 90406 ($25.00, 25% discount on orders of 25 copies or more).

EDRS Price - MF01/PC17 Plus Postage.

Descriptors-Ancillary School Services; Demography; *Disabilities; Educational Finance; Elementary Secondary Education; *Expenditure Per Student; Preschool Education; *Program Costs; Research Methodology; Teacher Salaries

The document describes findings of a study of the cost of special education and related services for handicapped children, using information from a national survey taken in 1977-1978. Twenty chapters cover the following study components: objective of the study; summary of study findings; description of sample states and localities; data collection and analysis methods; personnel salaries and work years; age, handicapping condition, and type of educational placement of the handicapped student population; instructional costs of special education teachers; special education aide costs; instructional costs of regular education teachers and aides; costs for related services personnel; screening costs; assessment costs; admission and individualized education program development costs; staff inservice training costs; technical assistance costs; transportation costs; other costs of educating handicapped children; other costs of educating nonhandicapped children; total and added costs of special education; and total cost of special education by size of local education agency enrollment. Tables with statistical data are provided throughout the report. (SB)

ED218928 FL012975

Weisbender, Leo; And Others

Lau Year-End Report, 1979-1980. Los Angeles Unified School District. Publication No. 379.

Los Angeles Unified School District, Calif. Research and Evaluation Branch.

Pub Date Oct 80

Note-373p.; Prepared by the Bilingual Evaluation Unit, Research and Evaluation Branch.

EDRS Price - MF01/PC15 Plus Postage.

Descriptors-Administrative Organization; Annual Reports; Bilingual Education; *Bilingual Education Programs; Bilingualism; Compliance (Legal); Educational Policy; Elementary Secondary Education; *English (Second Language); *Limited English Speaking; Needs Assessment; Non English Speaking; Program Evaluation; Psychological Services; School Community Relationship; Special Education; Staff Development; Student Welfare

Identifiers-California, Lau v Nichols

This second annual year-end report summarizes the efforts of administrators, teachers, and students in the Los Angeles Unified School District on behalf of children whose primary language is not English. It documents the district's response to the January 1974 Supreme Court decision in Lau v. Nichols. The response is embodied in programs for national origin minority students in English as well as in the native language. Following an introduction describing the district and the project history, the report is organized according to the major divisions of the school district's Lau plan: (1) identification of national origin minority children and assessment of their needs; (2) elementary programs; (3) secondary programs; (4) special education programs; (5) staffing activities; (6) staff development programs; (7) community involvement program; (8) administrative organization for implementing the Lau Plan and supportive monitoring procedures; (9) counselling and psychological services; (10) other support services, including health, student adjustment services, pupil services, attendance, and educational options; and (11) evaluation activities. The appendices include tables of numerical details referenced in the narrative section, a reader's glossary of special terms and acronyms, and forms and instructions used in gathering data. (Author/AMH)

ED218945 FL013005

Oates, William

An Evaluation of Computer-Assisted Instruction for English Grammar Review.

Illinois Univ., Urbana. Language Learning Lab.
Pub Date 81
Note-8p.
Available from-Not available separately, see FL 012 990.
Document Not Available from EDRS.

Descriptors-*Academic Achievement; Classroom Techniques; *College English; College Students; *Computer Assisted Instruction; *Grammar; Higher Education; Institutional Research; Journalism Education; *News Writing; Online Systems; Programed Instructional Materials; Program Evaluation; Standardized Tests; Student Attitudes; Student Evaluation; Teaching Methods; *Writing (Composition)
Identifiers-Indiana University; Language Arts Routing System; *PLATO IV

The use of computer assisted instruction (CAI) at Indiana University to provide basic grammar review to beginning writing students, and the results of an evaluation of the PLATO system as a learning resource are described. At the time of the evaluation, the CAI curriculum in use was the Language Arts Routing System (LARS). The evaluation involved 24 students in an elementary composition course taught in the English department, 20 students in a beginning newswriting course taught in the journalism school, and 16 students enrolled in a non-CAI section of the same journalism course. A section of the journalism class using CAI and a non-CAI section were administered a standardized test of English at the beginning and end of the semester. Neither of the section instructors spent classroom time teaching grammar. At the end of the semester, the mean score of the non-CAI section was not statistically different than it had been at the beginning, while the CAI section's mean increased by 20 points, which was significantly higher than its starting mean. Results of PLATO pretests and posttests also show improvements in both the journalism and English CAI classes. On-line tests also provided a measure of the teaching effectiveness of 53 grammar areas that comprise the LARS curriculum on PLATO. At the end of the term, 35 of the students in the CAI sections completed questionnaires concerning their attitudes toward PLATO as a learning resource, and PLATO received high marks on nearly every attitude measure. Students compared PLATO to the following learning modes: small classes, self-instructional books, videotapes or films, lectures, and textbooks. (SW)

ED218651 CS207074

Pfaff, Daniel W.

Joseph Pulitzer II and Advertising Censorship, 1929-1939. Journalism Monographs Number Seventy-seven.

Association for Education in Journalism.

Pub Date Jul 82

Note-44p.

Available from-Association for Education in Journalism, University of South Carolina, Columbia, SC 29208 ($4.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Advertising; *Censorship; *Consumer Protection; *Journalism; *Newspapers; Social History

Identifiers-*Pulitzer (Joseph II); *Saint Louis Post Dispatch

In an age of little or no consumer protection, the St. Louis "Post-Dispatch," under the guidance of Joseph Pulitzer II, was the first and most successful practitioner of self-imposed censorship of advertising, a practice that continues to this day. Beginning on May 1, 1929, the "Post-Dispatch" announced an aggressive program of advertising censorship aimed primarily at keeping fraudulent, misleading, deceptive,

and exaggerated medical and health care products advertising out of the paper. Pulitzer also had his censorship board apply the same standards to his classified advertising and to advertising on his radio station. Although the program certainly cost the paper a great deal of advertising revenue, it may have enhanced the paper's moral stature and influence and perhaps have contributed to its continued existence. (JL)

ED218775 EA014803

Morrison, Anne S.

The Reagan Economic Program: A Working Paper for Grantmakers.

Council on Foundations, Inc., Washington, DC.

Pub Date Sep 81

Note-83p.

Available from-Council on Foundations, Inc., 1828 L Street, N.W., Washington, DC 20036 ($5.00).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Budgets; Community Services; Education; *Federal Aid; Federal Government; Federal Programs; Fine Arts; *Grants; Human Services; *Philanthropic Foundations; Physical Environment; *Private Financial Support; *Retrenchment; Tables (Data); Taxes

Identifiers-*Reagan Administration

To help grantmakers understand the impact of the Reagan administration's economic program, the author examines the program as a whole, particular budget areas, and likely effects on grantors and grantees. Chapter 1 profiles the Reagan program's reductions in federal spending, regulation, and taxes. The author notes the areas cut, losses for nonprofit organizations, the effects of block grants, agencies to be eliminated, and tax impacts on charitable giving and foundation grants. A closer analysis of the Reagan budget, in chapter 2, first assesses the general impact on entitlement programs and the social "safety net" and then focuses on areas of interest to grantmakers, especially social welfare, education, health, income assistance, environment and conservation, arts and culture, and neighborhood and community groups. The third chapter analyzes the implications of the Reagan program for grantmakers. It looks at the amounts of aid needed to make up the cuts, grantseekers' expectations, and grantmakers' current responses to the situation, including individual grantors' activities, collaboration among grantmakers and between public and private agencies, and actions to strengthen management capabilities. Two appendices list 27 organizations that have analyzed the Reagan economic program as well as programs targeted for elimination in 11 federal departments and agency groups. (RW)

ED218836 EC142796

Kravetz, Nathan

A Discrepancy Model for Meeting the Program Needs of the Gifted and Talented.

Pub Date Dec 81

Note-17p.; Paper presented at the National Conference on Gifted and Talented (Orlando, FL, December 4, 1981).

Available from-K Properties, Inc., P.O. Box 2781, San Bernadino, CA 92406 ($2.95).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Secondary Education; *Gifted; *Models; Student Evaluation; *Talent; *Talent Identification

Identifiers-*Discrepancy Model

A discrepancy model is proposed as one way to meet the program needs of gifted and talented students. The model incorporates processes which first identify strengths then those academic or other talents in which the student shows limited or no ability. The third aspect of the model calls for identification of those areas in which the individual lacks experience, interest, exposure, or opportunities to develop motivation. The resulting profile of strengths, discrepancies, and nonexperience may help prevent excessively early specialization and help program appropriate tasks. Sample forms and interview instruments are included. (CL)

ED216859 EC143122

Anastasio, Jean T.; Sage, Daniel D.

Role Expectations for the Director of Special Education.

Pub Date Mar 82

Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrator Role; *Disabilities; Elementary Secondary Education; *Principals; Role Perception; *Special Education; *Superintendents

Responses by 247 special education directors, superintendents of schools, and principals of schools with special education teachers to a questionnaire listing 43 tasks of the perceived role of the special education director revealed greater consensus among the three groups than had been expected. Frequency distributions, analysis of variance, and factor analysis were performed. Analysis of the data suggested that the most clearly identifiable factor was one associated with the facilitator trainer dimension of the role, even though it was seen as the least important by each of the three groups of respondents. A policy planner factor also emerged from task items originally associated with other constructs (advocacy, program management, and monitoring-evaluation). Policy planning was viewed as most important by directors and principals, and second most important by superintendents.

Superintendents considered the legal rights guarantor factor as the most important, while directors and principals ranked it second. Views of principals toward the role of special education directors were seen as less clear than those of the other two groups. (CL)

ED218906 EC143171

White, Marilyn R.

Potentially Successful Secondary Special Education Programs.

Pub Date 14 Apr 82

Note-18p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session W-70).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Education; *Cooperation; Curriculum; Delivery Systems; *Demonstration Programs; *Disabilities; Interdisciplinary Approach; Job Skills; Learning Disabilities; Prevocational Education; Program Descriptions; Rural Education; Secondary Education; *Vocational Education

The paper highlights four successful instructional/programing strategies for secondary level handicapped students in rural Wyoming. The Vocational Education/Special Education Project (VESEP) I provides a vocational/special education curriculum which encourages cooperative teaching between vocational and special education staff while addressing vocational needs of students. VESEPII complements VESEPI by addressing prevocational enabling skills and student occupational interest. Project STILE (Strategies to Increase Learning Efficiency) is designed to improve the academic functioning and life long learning skills of the learning disabled adolescent while stressing cooperation between the special and general educators. The Career Education Resources for Teaching Students (CERTS) program incorporates a 4 year curriculum addressing prevocational/self awareness, limited inhouse career exploration, expanded onsite exploration, and vocational skill building. Students are encouraged to remain in regular classes as much as possible; however, the CERTS program offers some options through cooperation, between the content and special education teachers, when a student's individualized education program calls for modification within an academic area. Finally, a cooperative strategy between the Division of Vocational Rehabilitation and Johnson County (Wyoming) Public Schools benefits the student by a shared assessment results (therefore no duplication of effort) and continuation of services. (SB)

ED218965 FL013062

Wells, Gordon, Ed.

Learning through Interaction. The Study of Language Development.

Report No-ISBN-0-521-23774-2

Pub Date 81

Note-304p.

Available from-Cambridge University Press, 510 North Avenue, New Rochelle, NY ($39.50).

Document Not Available from EDRS.

Descriptors-Beginning Reading; *Child Language; Cognitive Development; Comprehension; Cultural Context; Educational Environment; Family Environment; Interaction; *Language Acquisition; Parent Child Relationship; Preschool Children; *Psycholinguistics; Semantics; Sociolinguistics; *Speech Communication

This volume reports on several aspects of the Bristol (England) study of language development in pre-school children. The study was comprised of two overlapping investigations: the first covering the range from 15 to 42 months and the second, the range from 39 to 66 months. The introductory chapter gives an overview, and provides a statement of the central argument that conversation provides the natural context of language development and that the child learns through interaction with other people. The remaining chapters are as follows: (1) "Language as Interaction," by G. Wells; (2) "Becoming a Communicator," by G. Wells; (3) "The Development of Comprehension," by A. Bridges, C. Sinha, and V. Walkerdine; (4) "Context, Meaning and Strategy in Parent-Child Conversation," by P. French and B. Woll; (5) "Developing Linguistic Strategies in Young School Children," by V. Walkerdine and C. Sinha; (6) "A Comparison of Talk at Home and at School," by M. MacLure and P. French; and (7) "Language, Literacy and Education," by G. Wells. The appendix provides transcripts from the Bristol language development study. (AMH)

ED218986 FL013978

Gassner-Roberts, Sigrid

The First Suggestopedia German Course in Australia.

Pub Date 82

Note-14p.; Paper presented at the International Conference of the Society for Suggestive-Accelerative Learning and Teaching (7th, Fort Collins, CO, April 29-May 2, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement; Continuing Education; Course Content; Foreign Countries; *German; Learning Activities; Postsecondary Education; Relaxation Training; *Second Language Instruction; Student Characteristics; Teaching Methods

Identifiers-Australia (South Australia); *Suggestopedia

An account of personal experiences and experiments with a suggestopedic German course taught at the University of Adelaide in Australia is presented. Summaries of the students' background and of their continuous achievements in the German class are provided. The class was conducted primarily according to the "Manual of Classroom Procedures Based on the Lozanov Method" (Schuster et al. 1976). The students learned on an average about 60 words per night, excluding numbers. No prescribed textbook was used, since the teacher wrote the dialogues and other materials. The topics of the first 12 evenings included greetings, commands, polite expressions and good wishes; introductions; conversations at the bar, in the restaurant, at a date and dance; shopping; at the post office; a weekend; and family. Formal grammar and three songs were taught, and a considerable amount of time was spent on role playing. A 12-week continuation of the course covered new topics including curriculum vitae, search for a flat (apartment), and a trip. Information is provided on students' performance and additional learning activities, along with students' responses to a questionnaire regarding physical relaxation exercises, mind calming methods, music that was helpful in the learning process, and students' educational background and aspirations. (SW)

ED218420 CE031210

Richardson, Roger L.; Bacon, E. Miles

Engine Tune-up Service. Unit 2: Charging System. Posttests. Automotive Mechanics Curriculum.

Florida State Univ., Tallahassee. Career Education Center.
Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date Jan 78
Note-11p.; For related documents see CE 031 208-222 and CE 033 108-109.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Auto Mechanics; *Electric Batteries; *Engines; Postsecondary Education; Pretests Posttests; Secondary Education; *Trade and Industrial Education
Identifiers-Alternators; *Automotive Charging System; *Automotive Tune Up; Regulators (Electrical Equipment)

This book of posttests is designed to accompany the Engine Tune-Up Service Student Guide for Unit 2, Charging System, available separately as CE 031 208. Focus of the posttest is on the testing of the charging system. One multiple choice posttest is provided, that covers the three performance objectives contained in the unit. (No answer key is provided.) (YLB)

ED218443 CE031885

Rosove, Bruce; Hawkins, Keira

PLACE: Guided Steps to Employment Readiness. Workbook. Part C: Getting the Job.

Canada Employment and Immigration Commission, Ottawa (Ontario). Occupational and Career Analysis and Development Branch.

Report No-CEIC-WH-7-050E

Pub Date 80

Note-24p.; For related documents see CE 031 882-890.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults; Career Choice; Career Counseling; Career Education; *Employment Interviews; *Employment Potential; Employment Qualifications; Employment Services; *Job Application; *Job Search Methods; Job Skills; Occupational Information; Work Attitudes; Workbooks

Identifiers-Canada; *PLACE (Program)

This PLACE workbook for clients in employment counseling helps them assess their employability, specifically in the part of PLACE related to getting the job. (A companion sourcebook is available separately as CE 031 886.) It contains employment-related topics about which the clients are asked questions that can help them identify employment problems. Overcoming these problems may require clients to learn a skill or work-related behavior, or it may mean that clients must obtain a resource, such as child care, transportation, or bonding. Specific topics covered in this workbook include preliminary steps, initial preparation (personal appearance, personal information package, scheduling and record-keeping, locating job prospects), making contact with employers (written applications, telephone inquiries and applications, personal visits), interview, and followup procedures. (YLB)

ED218567 CG016067

Clees, W. James; Shelton, J. Ken

Survival Skills for the Aged and Their Families: A Counselor Model.

Pub Date 17 Mar 82

Note-10p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Detroit, MI, March 17-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Discrimination; *Aging (Individuals); *Counseling Techniques; Counselor Role; *Family Counseling; *Family Problems; Interpersonal Relationship; *Intervention; Models; *Older Adults; Parent Child Relationship

This paper examines some problems of aging individuals and of the families of the aged and suggests ways in which the family counselor can facilitate the adjustment of both to the aging process. The causes of an increased aged population are presented in an introductory section. Problems associated with aging such as physical changes and the emotional and psychological demands that accompany the five major losses, i.e., home, health, finances, friends and loved ones, and life, which an older person sustains are explored. Problems facing the family with elderly members including those related to economics, housing, health, mobility, and parent abuse are detailed. Six specific suggestions for the counseling interview with an aged person are given as well as a summary of the counselor's role with the aged and families of the elderly. A reference list is also included. (MCF)

ED218735 EA014746

McKibbin, Sue

Successful Collaboration for School Improvement: A Case Study.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Nov 81

Contract No-400-80-0103

Note-57p.; For related documents, see EA 014 745 and EA 014 747-749.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Basic Skills; Case Studies; *Consortia; *Cooperative Programs; *Educational Cooperation; Educational Improvement; Elementary Education; Information Sources; *Information Utilization; *Institutional Cooperation; *Minimum Competency Testing; School Districts; Test Construction

Identifiers-*California (Santa Clara County)

Using interviews, observation, and archival documents, researchers traced the 4-year history of a "freestanding" interorganizational arrangement for school improvement in Santa Clara County (California). Called the "AB 65 Elementary Consortium," the interdistrict collaboration was started in response to California Assembly Bill (AB) 65, which mandates tests of elementary students' basic skills proficiencies. The proficiency testing consortium was "freestanding" in that member organizations contributed all the resources required. Established in 1977, the consortium began developing guidelines for proficiency tests, had a setback in early 1979 when its first tests (prepared by consultants) proved to be of poor quality, but retrenched and succeeded in publishing its own testing products in 1980-81. The tests chiefly measured math, reading, and writing competencies in grades 4, 6, and 8. Consortium membership grew from 12 districts and agencies in 1978 to 33 in 1980 and fell back to 25 in mid-1981. Important in the consortium's development were its sources and uses of services and information, the role of the Santa Clara County Superintendent of Schools, and the districts' local control over their own participation. An appendix provides data on the consortium and documents relating to its formation and products. (RW)

ED218544 CG016044

Knox, David

Behavioral Family Therapy: An Overview.

Pub Date Oct 81
Note-15p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Milwaukee, WI, October 13-17, 1981).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Behavior Modification; *Behavior Patterns; Contracts; *Counseling Techniques; *Family Counseling; Family Relationship; Nuclear Family; Parent Role; *Psychotherapy; *Reinforcement; State of the Art Reviews

Behavior modification has been used in classrooms, industry, and marriage counseling. In behavioral family therapy, the therapist examines how family members learn undesirable behaviors, how they can unlearn these behaviors, and how they can learn more desirable behaviors. This type of therapy is a method of direct treatment in which goals are immediately established and an action plan is developed and monitored. Family therapy, useful in both parent-child and husband-wife relationships, is guided by principles that include reinforcement, behavior shaping, consistency, and contracts. The therapeutic process follows five stages of: (1) establishing rapport; (2) identifying behaviors; (3) ranking behaviors; (4) selecting rewards/deprivations; and (5) developing contracts. Counselors should recognize, however, that clients are not always pleased with behavioral family therapy and may be quick to voice their complaints. (JAC)

ED218590 CS006734

Raburn, Josephine

Who-o-o Reads Ghost Stories?

Pub Date Mar 82

Note-28p.; Paper presented at the Annual Meeting of the Oklahoma Reading Council of the International Reading Association (28th, Lawton, OK, March 12-13, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academically Gifted; *Adolescent Literature; *Childrens Literature; Elementary Secondary Education; Literary Criticism; *Literary Devices; *Literary Genres; *Literature Appreciation; *Reading Interests; Reading Materials; Short Stories; Student Interests; Student Needs

Identifiers-*Ghost Stories

Ghost stories are most appealing in early adolescence, from the ages of 11 to 14 years. They are a natural for use with gifted children because they depend entirely upon language for their effect. The high interest they hold for a young person because of their subject matter also makes them a possibility for reluctant readers. As a psychological experience, ghost stories help young children understand their own emotions and feelings. As religious experiences, they plug children into their past, and help them to explore that unknown area--death. As time-shift experiences, they challenge the students who read them to be historians and philosophers. Ghost stories that explore such themes include "Ghost around the House," "The Driftway," "The Scarecrows," "Miss Ghost," "The Ghost of Thomas Kempe," "The Watch House," "The Almost Year," "The Poltergeist of Jacob Morey," "The Haunted Mountain," "The Otherwise Girl," "The Ghost Downstairs," "A Christmas Carol," "The Haunted Man and the Ghost's Bargain," "The Ghost Belonged to Me," "The Crime of Martin Coverly," "The House on Parchment Street," "The Keeping Room," "The Truth about Stone Hollow," "The Court of the Stone Children," "A Midnight Garden," and "Blackbeard's Ghost." (HOD)

ED218610 CS206899

Weiss, Harvey

"Effective Listening": Curriculum Guide, High School.

Pub Date 81

Note-15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (1st, Minneapolis, MN, April 15-17, 1982).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Community Involvement; *Course Content; Course Descriptions; *Course Objectives; English Curriculum; *Listening Comprehension; Listening Habits; *Listening Skills; Secondary Education; Teaching Methods

Intended for use with secondary school students, a course on effective listening has material for an 18-week course to meet daily for a minimum of 45 minutes. The objectives are to build an awareness of the factors that will affect listening ability and to build the kind of aural experiences that can produce good listening habits. An integral part of the course is the use of outside speakers who come into the classroom and present a wide variety of topics and visual experiences and who challenge the students in their listening behavior and habits. The first unit, "What is Listening," provides a definition of listening. The second unit, "The Selective Process," builds an awareness of the factors that affect one's listening efficiency. The third unit, "Hearing," provides an understanding of the physiology of the human ear. The fourth unit, "Attending To," provides students with the basic skills concepts which can help them to improve their listening abilities. The course concludes with the fifth unit, "Understanding and Remembering," which offers students a variety of activities for engaging in listening experiences. (Each unit is accompanied by suggested activities, guest speakers, audiovisual materials, and content readings.) (HOD)

ED218631 CS207024

Hunt, Todd

Will "Ethical Behavior" Benefit an Organization? Students Can Learn by Trying to Convince Others.

Pub Date Jul 82

Note-13p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Education Work Relationship; *Ethical Instruction; *Ethics; Higher Education; Learning Activities; Moral Values; *Public Relations; *Role Playing; Teaching Methods

A simple role playing exercise provides a device for helping public relations students to develop their own idea of what ethical behavior is, why it is important, and how it can become a practical part of their daily lives as public relations practitioners. A few basic premises apply to the problems of ethical behavior in organizations: (1) consequences of ethical behavior can be quantified, and it is advantageous to be able to demonstrate a material benefit of ethical behavior; (2) ethical precepts must be stated in terms of organizational goals; and (3) public relations practitioners must continuously explain and justify their actions to superiors. It is the role of public relations personnel to intervene ethically, and the rewards of such intervention can be greater than the risks. Most often this intervention involves writing a memoradum to a superior. Thus a role playing exercise in which the students write a memo on an ethical problem to an instructor in the role of an obstinate and somewhat unimaginative boss provides the real world ethical education the students need. Some common problems that could be used for such an exercise include the cover-up of a hazardous condition, the exaggeration of the benefits of a program, and the questionable expenditure of funds. (JL)

ED218715 EA014725

Rohrkemper, Mary M.

Teacher Self-Assessment.

Association for Supervision and Curriculum Development, Alexandria, Va.
Spons Agency-Michigan State Univ., East Lansing. Inst. for Research on Teaching.; National Inst. of Education (ED), Washington, DC.
Pub Date 82
Contract No-400-76-0073
Note-20p.; Chapter 5 of "Helping Teachers Manage Classrooms" (EA 014 720). For related documents, see EA 014 720-728.
Available from-Not available separately; see EA 014 720.
Document Not Available from EDRS.
Descriptors-*Classroom Techniques; Communication Problems; Discussion (Teaching Technique); Educational Objectives; Elementary Secondary Education; Expectation; Interviews; Outcomes of Education; Reinforcement; Self Evaluation (Individuals); Student Behavior; Student Reaction; *Student Teacher Relationship; *Teacher Behavior; *Teacher Role
Identifiers-Problem Ownership

To manage classrooms successfully, teachers must monitor carefully the relationships between their own actions and those actions' intended and unintended results, since erroneous perceptions of these relationships can cause problems. Teachers can act inappropriately when their goals are mistaken, as for instance when they develop false expectations of students, fail to recognize who "owns" problems, or misread the need for rewards or praise. This chapter of "Helping Teachers Manage Classrooms" discusses these problem areas and presents strategies for monitoring student perceptions of teachers actions, including group and individual observation methods, use of class discussion, and techniques for interviewing students directly. (Author/PGD)

ED218815 EC142754

Guess, Doug; And Others

Quantitative Assessment of Motor and Sensory/Motor Acquisition in Handicapped and Nonhandicapped Infants and Young Children. Volume I: Assessment Procedures for Selected Developmental Milestones.

Kansas Univ., Lawrence. Early Childhood Inst.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No-ECI-135
Pub Date Apr 80
Contract No-300-77-0308
Note-462p.; For related document, see EC 142 755 and ED 217 668.
Available from-Kansas University, Early Childhood Institute, Document Reprint Service, Haworth Hall, Lawrence, KS 66045 (no price quoted).
EDRS Price - MF01/PC19 Plus Postage.
Descriptors-Developmental Stages; Early Childhood Education; *Evaluation Methods; Motion; *Motor Development; *Multiple Disabilities; *Perceptual Motor Coordination; *Severe Disabilities; Visual Learning

The first of a three volume report on a project to develop and apply quantitative procedures to measure motor and sensory/motor growth in nonhandicapped and severely/multiply handicapped children presents 17 papers delineating ways to measure motor function. The following motoric functions are considered: visual fixation, visual tracking, visual scanning, reach, grasp, release, transfer, head control, sitting behavior, rolling, crawling and creeping, and standing and walking. A review precedes each section and describes measurement instruments and procedures in use for specific skills. (CL)

ED218421 CE031211

Bacon, E. Miles

Engine Tune-Up Service. Unit 3: Primary Circuit. Student Guide. Automotive Mechanics Curriculum.

Florida State Univ., Tallahassee. Career Education Center.

Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date Apr 78

Note-226p.; For related documents see Ce 031 208-222 and CE 033 108-109.

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Auto Mechanics; Behavioral Objectives; *Electric Batteries; *Electric Circuits; *Engines; Instructional Materials; Learning Activities; Postsecondary Education; Secondary Education; Study Guides; *Trade and Industrial Education

Identifiers-*Automotive Tune Up; *Ignition Systems; Primary Ignition Circuit

This student guide is for Unit 3, Primary Circuit, in the Engine Tune-Up Service portion of the Automotive Mechanics Curriculum. It deals with how to test the primary ignition circuit. A companion review exercise book and posttests are available separately as CE 031 212-213. An introduction tells how this unit fits into the total tune-up service, defines new terms, and provides work activities on the introductory information. Eight performance objectives are covered: inspect points and condenser, remove and replace ignition points and condenser, remove and install the distributor, strobe the distributor and adjust advance mechanisms, overhaul and calibrate distributor, inspect and test primary circuit, remove and install coil, and remove and install ignition switch and resistor. Each objective is addressed in a separate section that includes these materials: introduction to the performance objective, performance checklist, list of tools and equipment needed to do the work activities for this performance objective, reading list, information sheets, and work activities that give hands-on practice in doing one part of the performance objective. (YLB)

ED218464 CE032227

Lapides, Jerry

Using Conversion and Design Social R & D Principles to Identify Some Practice Implications for the Training of Trainers.

Pub Date [82]

Note-38p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Development; *Adult Education; Adult Learning; *Educational Research; Literature Reviews; Models; Professional Continuing Education; Research Methodology; *Research Utilization; Social Science Research; *Teacher Education; Teacher Improvement; *Trainers; *Training Methods

This literature review examines 12 current works dealing with converting basic research on adult learning, adult development, adult education, instructional methods, and learning theory to practical application in the training of trainers. Focus of the review is on translating principles from scientific language to language more suitable to categories of normal usage, converting research findings from descriptive to prescriptive formulations, and identifying such dimensions of the information as feasibility, costs, limiting conditions, and qualifiers that restrict or channel use. Included among those works summarized are the following: "The Lecture: Increasing Student Learning," by N. J. Fiel; "The Order of Presentation in Persuasion," by Carl I. Hovland; "Adverse and Growthful Effects of Experiential Learning Groups; The Role of the Trainer Participant and Group Characteristics," by C. L. Cooper; "Optimizing Adult Development; Ends and Means of an Applied Psychology of Aging," by J. L. Fazard and S. J. Popkin; "Cognitive Strategy Training and Intellectual Performance in the Elderly," by G. Labouvie-Vief and J. N. Gonda; "Adult Education and Adult Needs," by R. J. Havinghurst; "Theory of Levels of Human Existence and Suggested Managerial Systems for Each Level," by C. W. Graves; and "Improving Inservice Training; The Messages of Research," by B. Joyce and B. Showers. (MN)

ED218482 CE032865

Luft, Roger L.; And Others

Marketing Services: Insurance. Marketing and Distributive Education Curriculum Guide.

Southern Illinois Univ., Carbondale. Dept. of Vocational Education Studies.

Spons Agency-Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date Jun 82

Note-359p.; For related documents see CE 032 864, ED 156 857-861, ED 174 822-823, ED 186 726-727, ED 189 382, and ED 204 510-512.

EDRS Price - MF01/PC15 Plus Postage.

Descriptors-Advertising; Behavioral Objectives; Business Administration; Communication (Thought Transfer); Competence; Competency Based Education; Curriculum; Curriculum Guides; *Distributive Education; Economics; Educational Resources; Human Relations; *Insurance; *Insurance Occupations; Learning Activities; *Marketing; Mathematics; Merchandise Information; Merchandising; *Occupational Information; Postsecondary Education; Salesmanship; Sales Occupations; Secondary Education; Units of Study; Vocational Education

This guide is designed to provide the curriculum coordinator with a basis for planning a comprehensive program in the field of marketing as well as to provide marketing and distributive education teacher/coordinators with maximum flexibility in planning an insurance marketing curriculum. The guide was constructed by identifying the competencies needed by insurance sales persons and validating them through interviews with personnel in insurance firms and associations in Illinois. Validated competencies were organized in 10 instructional clusters and an objective written for each cluster to facilitate the organization in instruction for the teacher/coordinator. The clusters are the following: advertising, communications, human relations, management, marketing/economics, mathematics, merchandising, operations, product/service technology, and selling. Each of the competency clusters contains suggested learning activities and references. Other components of this competency-based curriculum guide include an introduction to insurance, information on careers in insurance, a competency curriculum planning grid, blank sample competency worksheets, and a bibliography. (KC)

ED218504 CE033158

Wiglesworth, Bill, Comp.

Community Education: A Community Planning Process Guide.

Morehead State Univ., KY. Div. of Continuing Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date [82]

Grant-G008006209

Note-49p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Community Cooperation; *Community Education; *Community Planning; *Cooperative Planning; Definitions; Educational Planning; Guidelines; *Meetings; Planning; Program Design; Program Development; Program Effectiveness; *Program Implementation

Designed to assist in the planning of community education and services, this booklet offers an argument in support of as well as step-by-step implementation instructions for a 2-day planning process. Following a discussion of the advantages of cooperative planning, the community planning process is outlined. Examined next are the reasons why a 2-day structure fosters cooperation and produces solutions to problems. Various aspects of implementing the process are explained, including who organizes a 2-day planning meeting, who should be involved in it, what useful data should be collected before the meeting, personnel who are essential in a planning meeting and their role in it, the exact procedures for conducting the meeting, and writing a work statement. Set forth next are guidelines for evaluating a planning meeting. Sample correspondence and evaluation forms are appended. (MN)

ED218523 CE033204

Wallace, Virginia

Getting Your Driver's License. An Adult Competency Education Learning Module.

Montclair State Coll., Upper Montclair, NJ. Resource Dissemination Center.

Spons Agency-New Jersey State Dept. of Education Trenton. Bureau of Adult, Continuing, Community Education.

Pub Date 79

Note-114p.; For related documents see CE 033 200-205.

Available from-National Adult Education Clearinghouse, Montclair State College, Upper Montclair, NJ 07043 ($4.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Education; *Competency Based Education; *Driver Education; Learning Activities; Learning Modules; *Traffic Safety

Identifiers-*Driver Licensing

This instructional unit on getting one's driver's license is one of six Adult Competency Education Learning Modules designed for use in a program of competency-based instruction for students with intermediate reading level ability. It is self-contained and designed for immediate classroom use. The module is comprised of 4 parts and 10 lessons: The Basics (Getting Your Driver's License, Hanging Onto Your License, Paperwork), The Nitty-Gritty (Signs and Symbols; Rules, Ways, and Means), Safety (Safety in the Car, Safety on the Road, The Safe Driver), and Rough Spots (One for the Road?, What Do I Do If...?). Each lesson contains a reading activity with a text derived from the New Jersey Division of Motor Vehicle's Driver Manual, vocabulary lists, reading comprehension questions, and answer sheets. (YLB)

ED218652 CS207075

Soven, Margot

The Research Paper: The Student as Audience.

Pub Date [80]
Note-10p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Higher Education; Peer Evaluation; Teaching Methods; *Writing (Composition); *Writing Exercises; *Writing Instruction
Identifiers-*Audience Awareness; *Research Papers (Students)

According to composition researcher Ken Macrorie, the student research paper violates the pedagogical premise that writing skills are best learned when the writer says something he or she really believes in, for a specific purpose, to a well-defined audience. The problem is not solved by simply telling students that their classmates as well as their teacher will read their papers. It seems natural to provide the students with a rhetorical context that approximates the interactive atmosphere of academic life. In one college composition course, the research paper assignment deals with a question addressed in three assigned essays from a reader. Students write their own research papers with the knowledge that the information they contain will be needed by their group partners for a later assignment, which keeps students interested in helping each other write good papers. As they work through the various stages of their papers, they meet with their groups, and, with the aid of a checklist, give each other suggestions and criticism. Each student then reads the final research papers and uses the information gained as the basis for an in-class essay describing the relationships among the ideas contained in all of the papers written by the members of that group. While the class period is not long enough to read all the papers and write a careful essay, the principles of this method are sound in that students learn that it is natural and desirable to write with a specific purpose and audience in mind, and to receive support and encouragement from the community for which they are writing. (HTH)

ED218673 CS207118

Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1982 (Vol. 42 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date 82
Note-13p.; Pages may be marginally legible.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies; *Biculturalism; *Bilingual Education; Black Dialects; Black Youth; Communication Skills; *Doctoral Dissertations; *Educational Research; Elementary Secondary Education; English; English (Second Language); Language Attitudes; Language Usage; Minority Groups; Miscue Analysis; Reading Attitudes; Reading Comprehension; Reading Instruction; Reading Programs; Reading Readiness; Reading Skills; Self Concept; Spanish Speaking; Standard Spoken Usage

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 22 titles deal with a variety of topics, including the following: (1) black English and reading; (2) academic achievement, self-concept, and attitudes toward reading of students in bilingual and traditional programs; (3) cultural and situational differences in children's language use; (4) the receptive competence of nonstandard speakers of English in understanding standard English; (5) language proficiency in the native language and acquisition of second language reading skills in bilingual children at age 12; (6) reading activities among black junior high school students; (7) the reading miscues of learning disabled black English speaking students and their relationship to readability; (8) Anglo and Chicano literal, implicit, and scriptal comprehension of ethnic stories; (9) theatre arts training as a means to develop expression and communication skills for selected bilingual secondary school students; (10) some effects of Spanish-English bilingual dramatic television programs on language attitudes; (11) perceptions of students' characteristics as a function of standard English and variants of black English speech; and (12) the lexical systems of native and nonnative speakers of English using word associations. (FL)

ED218695 CS503906

Rozema, Hazel J.

The Interplay between Racism and Sexism: Using Assertiveness Training Techniques to Reduce Racism.

Pub Date May 82

Note-14p.; Paper presented at the Annual Meeting of the International Communication Association (Boston, MA, May 2-5, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Assertiveness; Behavior Patterns; *Blacks; Communication Skills; Comparative Analysis; Females; *Interpersonal Competence; *Racial Discrimination; *Self Esteem; *Sex Discrimination; Skill Development

Identifiers-*Interpersonal Communication

Both women and blacks are often seen as inferior, emotional, harmless, content in their places, and nonverbally submissive, and are subject to overt discrimination in education, employment, and politics. Assertiveness training, a popular means used by women to overcome or combat sexism, could be equally effective in combatting racism. Assertive behavior, in contrast to passive or aggressive behavior, occurs when one stands up for his or her legitimate rights without violating those of others. There are five barriers to assertive responses to racism: (1) a feeling of responsibility for another's feelings, (2) a feeling that self-assertion might make others angry, (3) lack of persistence, (4) fear of losing the approval of others, and (5) the belief that nonassertive behavior is polite and considerate. After recognizing these barriers, it is important to note specific verbal approaches that can be used to combat verbal examples of racism, including confrontational assertion, anger assertion, and repetition of a position through such techniques as the "broken record" (repeating a statement several times), or "fogging" (acknowledging some truth in another's statement, then repeating your own feelings or statements). Such assertive approaches provide a calm, reasonable way of expressing feelings or anger without infringing upon others' rights, thereby forcing others to reexamine their attitudes and behavior and increasing self-esteem. (HTH)

ED218755 EA014783

Papale, Antimo

A Model of Collective Bargaining.

Pub Date Apr 81

Note-38p.; Paper presented at the Annual Meeting of the Canadian Association for the Study of Educational Administration (Halifax, Nova Scotia, Canada, June 1-4, 1981).

Available from-Not available separately; see EA 014 774.

Document Not Available from EDRS.

Descriptors-Attitudes; *Collective Bargaining; Conflict Resolution; Economic Factors; Feedback; *Government Employees; Labor Relations; *Models; Political Influences; Power Structure; Prediction; Social Influences; Teachers; *Unions

Collective bargaining is a process influenced by many factors. A review of the literature, including an assessment of Dunlop's, Smythe's, Levinson's, and Craig's models, indicates that most models of collective bargaining are partial, dealing only with some of the components of the bargaining process. A model of educational collective bargaining must also take into account the differences between public and private organizations in terms of the labor force, wages, markets for products, financing methods, organizational purposes and vulnerability, and the role of government. A model is proposed that considers the entire process of public-sector collective bargaining. It identifies seven components of the process: (1) "influential" variables, including fourteen external economic, legislative, political, and social variables and twelve internal variables over which the parties have some control; (2) perceptions and evaluations of these influential variables; (3) the parties' relative bargaining power; (4) prediction of the opposing party's or the public's reactions and of the bargaining results' impact on the influential variables; (5) the dynamics, operations, objectives, and strategies of the negotiation process; (6) mechanisms of dispout settlement, such as arbitration or strikes; and (7) feedback loops among these components. (Author/RW)

ED218795 EA014823

Plog, Michael

Child-Find Self-Audit.

Illinois State Board of Education, Springfield. Div. of Specialized Education Services.

Pub Date Jun 82

Note-41p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Computer Programs; Cost Effectiveness; Diagnostic Tests; *Disabilities; *Evaluation Methods; *Handicap Identification; Preschool Children; Preschool Education; Preschool Tests; *Program Effectiveness; *Program Evaluation; Publicity; Records (Forms); Screening Tests; Special Education

Identifiers-*Child Find

School districts attempting to locate handicapped preschool children who may need special educational services can use the self-auditing methods in this handbook to measure the effectiveness of district childfind activities. The Delphi technique was used to develop a consensus concerning self-auditing methods among selected university professors and Illinois school district and State Department of Education personnel. An introduction discusses general types of childfind activities, including mass public awareness campaigns, contacts with special groups, screening processes, and agency referrals. Five sections then present methods and worksheets for discovering (1) what proportion of children are being screened; (2) how many preschool children need special pre-enrollment educational services; (3) how accurate past screening efforts have been; (4) how effective general and specific public awareness activities have been; and (5) what the costs of childfind efforts are, for different types of expenses and funding sources. Two appendices provide a microcomputer program for the self-audit methods and sample copies of the worksheets. (Author/RW)

ED218837 EC142797

A Report on the Science Summer Camp for the Gifted 9th Grade Students.
Kyeonggi Province Board of Education, Suweon (Republic of Korea).
Pub Date Jan 82
Note-38p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Biology; Chemistry; Foreign Countries; *Gifted; Grade 9; Physics; *Problem Solving; Program Descriptions; Program Evaluation; *Science Experiments; Secondary Education; *Student Characteristics; *Summer Science Programs
Identifiers-Korea

A summer science camp was held in Korea for 30 ninth grade students gifted in science. Students were divided into three groups (physics, chemistry, and biology) for activities which included problem solving, brainstorming, and experimental work. The experiments of the physics group addressed the use of solar energy, the chemistry group focused on prevention of water pollution, and the biology group explored ways to increase food production. Among characteristics of participating students were high mean IQ and creativity, good general health, and homes with television sets and radios. Students evaluated themselves in terms of their problem solving experiences, social life experiences at the camp, and experimental activities. The physics, biology, and chemistry teachers also related their perceptions of participating students. The original purposes of the camp were to enhance students' creativity and accelerate learning through problem solving, as well as to train teachers in gifted education. A working schedule of activities for each of the groups is appended. (SB)

ED218860 EC143123

de Mezerville, Gaston; Monge, Gerardo

An Information Guide to Rehabilitation and Special Education in Costa Rica.

Michigan State Univ., East Lansing. Univ. Center for International Rehabilitation.

Spons Agency-National Inst. of Handicapped Research (ED), Washington, DC.

Pub Date Jul 81

Note-62p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Disabilities; Elementary Secondary Education; *Foreign Countries; History; Medical Services; *Special Education; *Vocational Rehabilitation

Identifiers-*Costa Rica

The report on rehabilitation and special education in Costa Rica covers the history of special services, with emphasis on medical, educational, and vocational efforts. Future priorities for each field are noted. A second section discusses the institutions that are the main national organizational forces in rehabiliation and special education, as well as internationally oriented programs and university affiliated services. The third section briefly summarizes programs serving specific types of disabilities: visual problems, speech and hearing problems, physical disabilities, mental retardation and emotional impairments, and learning disabilities. (CL)

ED218929 FL012981

Berrios, Ana Teresa; And Others

Curriculum Guide, English as a Second Language, Kindergarten through Grade Twelve.

Newark Board of Education, NJ. Dept. of Curriculum Services.
Pub Date 80
Note-673p.
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
Descriptors-Audiolingual Methods; Bilingual Education; Class Activities; Cross Cultural Training; Curriculum Guides; Educational Games; Educational Objectives; Elementary Secondary Education; *English (Second Language); *Second Language Instruction
Identifiers-New Jersey (Newark)

This curriculum guide provides a detailed description of the program in English as a second language (ESL) in the Newark Public Schools. After an introduction that describes the audiolingual method of teaching foreign languages and that defines briefly the cognitive approach to language instruction and the "silent way," the guide presents the material in seven parts. Parts two and three deal with the philosophy and goals of ESL in Newark. The greatest part of the guide is devoted to: (1) teaching methods and techniques; (2) development of levels and objectives for listening and speaking, reading, writing, and culture; (3) and appendices which provide a large number of class activities and devices. The emphasis is on making the techniques and activities usable by teachers. Each activity is clearly described with regard to procedure and necessary materials; numerous examples of class exercises are provided. Evaluation forms for use by teachers and a bibliography complete the volume. (AMH)

ED218444 CE031886

Rosove, Bruce; Hawkins, Keira

PLACE: Guided Steps to Employment Readiness. Sourcebook on the World of Work. Part C: Getting the Job.

Canada Employment and Immigration Commission, Ottawa (Ontario). Occupational and Career Analysis and Development Branch.
Report No-CEIC-WH-7-051E
Pub Date 80
Note-137p.; For related documents see CE 031 882-890.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Adults; Career Choice; Career Counseling; Career Education; *Employment Interviews; *Employment Potential; Employment Problems; Employment Qualifications; Employment Services; Information Sources; *Job Application; *Job Search Methods; Job Skills; Problem Solving; Resource Materials; Resources
Identifiers-Canada; *PLACE (Program)

This PLACE Sourcebook on the World of Work provides clients in employment counseling with information about occupations, the norms of the labor market, and sources that clients can consult to find additional information on the part of PLACE related to getting the job. For each employment-related topic in the corresponding Workbook (CE 031 885) there is a section in the Sourcebook that clients can read to analyze the nature of employment requirements for that topic. The Sourcebook can also be used by clients to find out what is meant by questions in the workbook to determine how they should be answered. It sets forth those skills or resources that must be obtained to overcome each employment problem. Topics covered include preliminary steps, initial preparation (personal appearance, personal information package, scheduling and recordkeeping, locating job prospects), making contact with employers (written applications, telephone inquiries and applications, personal visits), interview, and followup procedures. (YLB)

ED218568 CG016068

Marijuana and Health. Report of a Study by a Committee of the Institute of Medicine, Division of Health Sciences Policy.

Institute of Medicine (NAS), Washington, D.C.
Spons Agency-National Institutes of Health (DHHS), Bethesda, Md.
Report No-ISBN-0-309-03236-9
Pub Date 82
Contract No-NIH-N01-OD-0-2114
Note-203p.
Available from-National Academy Press, 2101 Constitution Avenue, N.W., Washington, DC 20418.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS
Descriptors-*Drug Abuse; *Drug Use; Literature Reviews; *Marihuana; Medical Evaluation; Medical Research; *Pharmacology; *Physical Health; Research Needs; Research Utilization

This report, written for the general public, presents the results of a 15-month study of the health-related effects of marijuana. The introduction describes the goals and procedure for the study, including the composition of the 22-member steering committee and its functions, and the sources of information used for the study, i.e., published scientific literature from 1975 forward, and information and opinions solicited from the public and professional groups. Chapter 1 reviews what is known about the chemistry and pharmacology of marijuana. Chapter 2 deals with the epidemiology and demography of the use of marijuana in the United States. The next three chapters discuss the effects of marijuana on cells, tissues, organs, and biological systems. Chapter 6 deals with behavioral and psychosocial effects. Chapter 7 discusses the present status of marijuana as a therapeutic agent. Chapter 8 describes and analyzes the federal research program on marijuana. A summary includes the principal findings and conclusions of the study, together with suggestions for future research. A glossary of terms for marijuana-related products and appendices with additional study

information are included. (Author/MCF)

ED218776 EA014804

Crain, Robert L.; Ferrer, Robert L.

Achievement Prediction with School Level Equations: A Non-Technical Example Using the Public and Private Schools Data.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No-CSOS-R-323

Pub Date Mar 82

Grant-NIE-G-80-0113

Note-23p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; *Data Analysis; High Schools; High School Students; *Individual Characteristics; *Institutional Characteristics; National Surveys; *Private Schools; *Public Schools; Regression (Statistics); Research Methodology; School Effectiveness; Socioeconomic Status; Student Characteristics; Tables (Data)

Identifiers-High School and Beyond (NCES); *Public and Private Schools (Coleman et al)

To assess the effects of school traits on achievement, researchers reanalyzed the data used in "Public and Private Schools" (Coleman et al.) at the school level rather than the individual level. The data for the Coleman report and the present reanalysis are drawn from the "High School and Beyond" study, a 1980 national survey of 30 sophomores in each of 1,002 high schools. The researchers find that using regression equations on aggregate school-level data instead of individual-level data reduces the error in individual-level equations (caused by error in variable measurement) and controls for the contextual effects of student-body socioeconomic status. The reanalysis indicates that the apparent superiority of private schools in academic achievement is much smaller when computed at the school level rather than at the individual level. (Author/RW)

ED218882 EC143147

Kakalik, J. S.; And Others

The Cost of Special Education: Summary of Study Findings.

Rand Corp., Santa Monica, Calif.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Report No-ISBN-0-8330-0381-X; Rand-R-2858-ED

Pub Date Nov 81

Contract No-300-79-0733

Note-71p.; For related document, see EC 143 146.

Available from-The Rand Corporation, 1700 Main St., Santa Monica, CA 90406 (no price quoted).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Ancillary School Services; Demography; *Disabilities; Educational Finance; Elementary Secondary Education; *Expenditure Per Student; Preschool Education; *Program Costs; Research Methodology

The report summarizes findings of a study of the cost of special education and related services for handicapped children, using information from a national survey taken in 1977-1978. The document is divided into 22 sections, beginning with an introduction which describes the study's objective, gives an overview of findings, and outlines the report. Sections II and III describe the selection of a nationally representative sample and the data collection and analysis methods. Personnel salaries and work years are examined in Section IV. A fifth section summarizes the educational placements and age levels of handicapped students served. Sections VI through XVII discuss the estimated costs of various types of special education and related services, including costs of special education teacher instruction, special education aides, regular education teacher and aide instruction, related services personnel, screening, assessment, admission and individualized education program development, staff inservice training, technical assistance, transportation, and other costs. Sections XVIII through XXI summarize the estimated total and added costs of special education and related services, as well as cost weighting factors. Finally, Section XXII presents the variation in the total cost of special education by size of school district enrollment. (SB)

ED218907 EC143172

Easton, Gary

Integrated Services of a Pre-Vocational Setting for L.D. and B.D. Adolescents.

Pub Date Apr 82

Note-21p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session W-74).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents; *Behavior Modification; Career Exploration; Curriculum; Elementary Secondary Education; *Emotional Disturbances; *Learning Disabilities; *Prevocational Education; Program Descriptions; Remedial Programs; Special Classes; Vocational Education

The paper describes the population served by the Dearborn Pre-Vocational Unit of the Schools for Children (Cambridge, Massachusetts) and discusses the Unit's major program components for meeting student needs. The needs of the behavior disordered/learning disabled adolescent population include basic academic skills, improved self image, alternatives to acting out behavior, academic and vocational guidance, and experience in positive and trusting relationships. Individual needs are met through the assessment and remediation program, academic and vocational instruction program counseling and management program, and the job preparation-work program. A breakdown of specific staff and responsibilities illustrates the various program components. The 3 year program is geared toward academic remediation taught through a Life Experience Curriculum and behavior shaping. Other characteristics of the program include parent contact, daily one on one remediation with over 60% of the students, and self contained classrooms structured to ensure a safe and consistent environment. The management system involves a four step process: a warning for inappropriate behavior, timeout if the behavior continues, recording of incident on a dismissal slip, and an interview with the director or program coordinator upon accumulation of three dismissal slips during a school day. The career component runs 14 on campus job experiences as well as coordinating and monitoring private job market sites. (SB)

ED218946 FL013006

Curtin, Constance; And Others

Computer-Based Analysis of Individual Learning Characteristics.

Illinois Univ., Urbana. Language Learning Lab.

Pub Date 81

Note-13p.

Available from-Not available separately, see FL 012 990.

Document Not Available from EDRS.

Descriptors-*Academic Achievement; *College Second Language Programs; College Students; *Computer Assisted Instruction; *Error Analysis (Language); Grades (Scholastic); Higher Education; Institutional Research; Interaction; Language Research; Language Skills; Learning Experience; Online Systems; Pacing; Programed Instructional Materials; *Review (Reexamination); *Russian; Second Language Instruction; Teaching Methods; Time Factors (Learning)

Identifiers *PLATO IV; University of Illinois Urbana Champaign

Learning characteristics of students undertaking computer assisted instruction using the PLATO system were assessed for five Russian courses at the University of Illinois. Since the computer allows accurate measurement of the interaction of the student with the material being learned, four measures of student performance were assessed--error rate, rate of interaction with the material, total time, and review time. These measures were compared to each other as well as to semester grades in Russian courses. For five courses, the error rate during the learning process was significantly and negatively correlated with final grades (i.e., students with a high error rate had low grades and vice versa). Final grades were based on instructor produced and administered measures rather than on computer materials. For each course, the highest grades were received by students with a low error rate and high interactions per minute (i.e., the number of times in each minute that the student requests a response from the computer). For all five courses, students with a low error rate and high interaction had a greater percentage of review time than did students with a low error rate and low interaction. In other words, more review led to a better grade. The total time spent at the computer terminal was not a significant indicator. Some students put in a great deal of total time and review time and still received the lowest grades. The data support a model for predicting performance of superior language students (those who learn in a fashion which minimizes errors) but show a need for further investigation of the performance characteristics of weaker language students. Four groups of students were distinguished based on error rate and interaction rate. (SW)

ED218966 FL013063

Hawkins, Eric W.
Modern Languages in the Curriculum.
Report No-ISBN-0-521-23211-2
Pub Date 81
Note-322p.
Available from-Cambridge University Press, 32 East 57th Street, New York, NY 10022 ($29.95 hard cover; paperback also available).
Document Not Available from EDRS.
Descriptors-Curriculum Design; *Educational Assessment; *Educational History; Educational Trends; Elementary Secondary Education; Foreign Countries; Modern Languages; *Second Language Instruction; Second Language Learning; Teacher Education; *Teaching Methods
Identifiers-United Kingdom

An overview of the modern language teaching situation in the United Kingdom--and by extension in English-speaking countries--is presented. The record of achievement in foreign language education for the last two decades is viewed as a move from euphoria about the possibilities for imparting second language skills to disenchantment over the failure to produce language-skilled graduates. Justifications for teaching foreign languages are reviewed. An analysis of language needs and of the characteristics of the most common modern languages implies priorities in the choice of languages to be taught, the traditionally favored position of French notwithstanding. Guiding philosophies in second language instruction are traced historically from the Renaissance, with emphasis on movements and alleged panaceas that have become current in this century. A prospectus for second language teaching begins with a consideration of language learning processes. Specific instructional emphases are set forth as framework for a curriculum; these cover garnering support, giving meaning to language instruction, and relating classroom activities to the meaningful aspects of language learning. Implications for teacher education are discussed. A bibliography is appended. (JB)

ED218987 HE014982

Williams, Peter, Ed.

The Overseas Student Question. Studies for a Policy.

Report No-ISBN-0-435-83485-1
Pub Date 81
Note-301p.
Available from-Heinemann Educational Books Inc., 4 Front Street, Exeter, N.H. 03833 ($19.50).

Document Not Available from EDRS.

Descriptors-College Students; Cost Effectiveness; *Cost Estimates; *Educational Policy; *Foreign Policy; *Foreign Students; Higher Education; *International Education; International Educational Exchange; Student Costs; Student Financial Aid; *Study Abroad
Identifiers-*Great Britain

Britain's role and policies with regard to foreign students is examined with the intention of gathering facts about the composition and characteristics of the foreign student body and the cost to the British economy, exploring the various dimensions of British obligations in having the students, and discussing the basis for a long-term policy which will secure their interests while controlling costs. Following the preface and foreword, papers include: "The Emergence of the Problem: An Editorial Introduction"; "Overseas Students in Britain: The Background" (Peter Williams); "The Economic Costs and Benefits of Overseas Students" (Mark Blaug); "Overseas Students and British Commercial Interests"; "Overseas Students: The Foreign Policy Implications" (William Wallace); "The Needs and Desires of Developing Countries for Foreign Study Facilities: Some Reflections" (Guy Hunter); "Study Abroad and Development Policy--An Enquiry" (John Oxenham); "Foreign Student Flows and Policies in an International Perspective" (Alan Smith, Christine Woesler de Panafieu and Jean-Pierre Jarousse); and "Conclusion: The Way Ahead." Several conclusions are cited, such as: emphasis should be placed in all financial aid programs on the academic quality of the recipient; general awards for more advanced courses are to be preferred to those for lower level work; and country of origin is clearly one of the most important criteria for allocation of awards. Appendix A includes a survey of foreign students in Britain in 1980 by Mark Blaug and Maureen Woodhall. Appendix B contains statistics. Notes on the Overseas Student Trust, a bibliography, and an index are provided. (LC)

ED218545 CG016045

Hennon, Charles B.; Burton, John R.

Well-Being of Divorced Elderly and Their Dependency on Adult Children.

Pub Date Oct 81

Note-21p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Milwaukee, WI, October 13-17, 1981). Best copy available.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Analysis; *Divorce; Emotional Adjustment; Family Problems; Financial Problems; Gerontology; *Older Adults; *Parent Child Relationship; *Stress Variables; *Well Being; *Widowed

Identifiers-*Dependency (Economic)

Given current and projected divorce rates, many people will find themselves faced with being divorced in their later years. To determine if the way of becoming single affects well being, a matched sample of 40 divorced and widowed elderly women were compared. Results showed that the method of becoming single had some differential impact but overall there was little difference between the two groups. The divorced individuals reported a slightly lower level of physical and psychological well being. Children of both groups helped their parents equally. The divorced and widowed showed a similar ranking of consumer concerns, but the divorced elderly were less satisfied with their current financial situation. Results indicated that both groups were highly independent and feared becoming dependent. The data suggest that the post-marriage elderly population as a whole shares similar stresses and concerns. (Author/JAC)

ED218716 EA014726

Gump, Paul V.
School Settings and Their Keeping.
Association for Supervision and Curriculum Development, Alexandria, Va.
Pub Date 82
Note-17p.; Chapter 6 of "Helping Teachers Manage Classrooms" (EA 014 720). For related documents, see EA 014 720-728.
Available from-Not available separately; see EA 014 720.
Document Not Available from EDRS.
Descriptors-*Class Activities; *Class Organization; *Classroom Techniques; Discipline; *Educational Environment; Elementary Secondary Education; Group Behavior; Group Dynamics; Grouping (Instructional Purposes); *Student Behavior; *Student Participation; Teacher Role; Time Blocks

This chapter of "Helping Teachers Manage Classrooms" examines the various management techniques required by the different kinds of student groupings associated with different types of classroom activities. These activities are identified in terms of their action structures (specifying who shall do what, when, and to or with whom), their physical milieus (with which the action structures fit more or less well), and their established temporal and spatial frameworks. The activities are also characterized by whether student involvement is self-paced or directed by outside events, whether participants act independently or interdependently, and whether other activities are occurring simultaneously, as well as by the nature of the transitions required between one activity and the next. (Author/PGD)

ED218736 EA014747

Cates, Carolyn S.; And Others

An Exploration of Interorganizational Arrangements That Support School Improvement.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Nov 81

Contract No 400-80-0103

Note-194p.; For related documents, see EA 014 745-746 and EA 014 748-749.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Classification; Community Surveys; *Cooperative Programs; *Educational Cooperation; *Educational Improvement; Educational Legislation; Elementary Secondary Education; *Government School Relationship; Institutional Characteristics; *Institutional Cooperation; Legal Responsibility; School Districts; Tables (Data)

Identifiers-*California (San Francisco Bay Area); *Legal Status

Researchers surveyed 13 counties in the Greater San Francisco Bay Area (California) to identify and classify educational agencies' cooperative, interorganizational arrangements (IOAs) for school improvement and to describe the characteristics of different types of IOAs. Data were collected from interviews, directories, and documents. Five IOA characteristics were studied: their history, environmental context, structure, operations, and outputs. The survey identified 103 IOAs in the Bay Area and revealed that 67 percent of the 409 educational agencies in the region, including all 231 school districts, were involved in one or more IOAs. The researchers developed a classification system based on two dimensions: the IOA's legal status (whether mandated by outside agencies, enabled or sponsored by outside agencies, or "freestanding," meaning supported chiefly by member organizations), and the school improvement's legal status (mandated, enabled, or freestanding). Analysis based on this classification system showed, among other things, that most IOAs relied on external requirements or resources and that IOA characteristics include both tight and loose coupling. The findings bear a number of implications for research and policy on educational collaboration and school improvement. An appendix provides extensive descriptions of the characteristics of types of IOAs. (Author/RW)

ED218816 EC142755

Guess, Doug; And Others

Quantitative Assessment of Motor and Sensory/Motor Acquisition in Handicapped and Nonhandicapped Infants and Young Children. Volume II: Interobserver Reliability Results for the Procedures.

Kansas Univ., Lawrence. Early Childhood Inst.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Report No-ECI-154
Pub Date Apr 81
Contract No-300-77-0308
Note-472p.; For related document, see EC 142 754 and ED 217 668.
Available from-Kansas University, Early Childhood Institute, Document Reprint Service, Haworth Hall, Lawrence, KS 66045 (no price quoted).
EDRS Price - MF01/PC19 Plus Postage.
Descriptors-Developmental Stages; *Evaluation Methods; Infants; *Motor Development; *Multiple Disabilities; *Perceptual Motor Learning; *Severe Disabilities; *Test Reliability; Young Children

The second of a three volume report on a University of Kansas approach to developing quantitative measures of motor and perceptual motor functioning in nonhandicapped and severely/multiply handicapped infants and young children presents interobserver reliability results from the measures described in volume 1. Some studies also include a limited amount of performance data. Studies address assessment of the following functions: visual fixation, visual tracking, visual scanning, reach behavior, grasp behavior, transfer behavior, release, sitting behavior, head control, crawling and creeping, standing and sitting, and standing and walking. (CL)

ED218838 EC142798

Bryan, Tanis; Pearl, Ruth

Self Perceptions, Achievement Related Behaviors and Social Interactions of Learning Disabled Children.

Pub Date Mar 82
Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement; Behavior Patterns; Elementary Secondary Education; *Interaction; *Interpersonal Competence; *Learning Disabilities; *Mainstreaming; *Self Concept

The authors discuss how learning disabled (LD) children's beliefs about themselves may be affected by mainstreaming and how those beliefs may influence their social and achievement related behaviors. Using LD and nonLD elementary and junior high school students, a series of studies examined group differences on a variety of self report and behavioral measures (e.g., attributions, responses to success and failure, social desirability, and conformity). The pattern emerging from these studies suggests that LD children devalue their own performance; respond to academic challenges by disengaging themselves; and respond to interpersonal interactions with what appears to be a deferential, submissive stance. While results are seen to suggest that LD students are prime candidates for attribution retraining, the pitfalls of such training are pointed out. The possible benefits of cooperative goal structures and the modeling process are cited. (Author/SB)

ED218422 CE031212

Bacon, E. Miles

Engine Tune-Up Service. Unit 3: Primary Circuit. Review Exercise Book. Automotive Mechanics Curriculum.

Florida State Univ., Tallahassee. Career Education Center.

Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date Aug 78

Note-123p.; For related documents see CE 031 208-222 and CE 033 108-109.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Auto Mechanics; Check Lists; *Electric Circuits; *Engines; Evaluation Criteria; Postsecondary Education; Pretests Posttests; Review (Reexamination); Secondary Education; Study Guides; *Trade and Industrial Education

Identifiers-*Automotive Tune Up; *Ignition Systems; Primary Ignition Circuit

This book of pretests and review exercises is designed to accompany the Engine Tune-Up Service Student Guide for Unit 3, Primary Circuit, available separately as CE 031 211. Focus of the exercises and pretests is testing the primary ignition circuit. Pretests and performance checklists are provided for each of the eight performance objectives contained in the unit. There are 31 review exercises that are short check-ups to let the student know how well she/he has learned the material for one or more work activities covered in the Student Guide. Answers to all of the exercises are found at the back of the book. (YLB)

ED218465 CE032553

Leach, James A.

Reindustrialization: Implications for Voc Ed. Information Series No. 233.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date Jan 82

Contract No-300-78-0032

Note-50p.

Available from-National Center Publications, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (IN-233, $4.95; quantity discounts available).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Vocational Education; *Coordination; *Economic Development; Economic Progress; *Educational Cooperation; Education Work Relationship; Human Resources; *Industrialization; Industry; Job Development; Job Skills; Job Training; *Labor Force Development; Postsecondary Education; Productivity; Retraining; School Business Relationship; Secondary Education; *Vocational Education

Identifiers-*Reindustrialization

The decline of American industry and its loss of competitive strength in the world economy has led to a need for stimulation of the economy through reindustrialization. Reindustrialization is a part of, or a tool for, economic growth. As such this term is directly linked to productivity and job creation. Several critical elements and procedures are necessary for reindustrialization to occur. These are collaborative policy development, increased investments in plants and equipment, technological innovation, special attention to small business, and investment in human resources. Japan and West European countries have comprehensive approaches to reindustrialization, while reindustrialization policy in the United States is in an embryonic stage. The concept of reindustrialization has major implications for vocational education. Vocational education can have an impact on the process through delivery of education and training that provides general work skill development and occupational skill development. An immediate need exists for retraining and upgrading of adult workers. A well-planned cooperative and coordinated effort must also be conducted by industry and vocational education. Vocational education should conduct assessments to identify training it can provide and then develop and deliver multi-faceted flexible education and training. (YLB)

ED218483 CE032938

FallCreek, Stephanie, Ed.; Stam, Sue Bailey, Ed.

The Wallingford Wellness Project--An Innovative Health Promotion Program with Older Adults. Monograph No. 2.

Washington Univ., Seattle. Center for Social Welfare Research.
Spons Agency-Administration on Aging (DHHS), Washington, D.C.

Pub Date May 82
Grant-AOA-10-A-017
Note-174p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Adult Education; Annotated Bibliographies; *Assertiveness; Environmental Education; *Exercise; *Health Education; *Health Programs; *Nutrition Instruction; *Older Adults; Participation; Program Descriptions; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; Recruitment
Identifiers-*Stress Management; Support Groups; Wallingford Wellness Project; Washington (Wallingford)

This monograph discusses the Wallingford Wellness Project, a 3-year Administration on Aging model project designed to develop, demonstrate, and evaluate the effectiveness of health promotion and training with older adults. (The program in the Wallingford Senior Center offered classes focusing on exercise, nutrition, stress management, and environmental assertivenes.) Following an introduction that describes project objectives and discusses history of the project and its underlying rationale, six chapters authored by various members of the project team identify how the key program components were developed and operated. Topics covered include the participatory learning model, participant recruitment, the wellness self-help support group, transfer of program leadership and management to the community, evaluation research, and democratic team management. The eighth chapter contains written comments of Project graduates regarding aspirations, dreams, and hopes for a future of personal and societal well being. A selected annotated bibliography provides references on health promotion with older adults. Appendixes contain project materials, including program outlines, evaluation questionnaires, and job descriptions for personnel. (YLB)

ED218505 CE033159

Vocational Guidance for Occupational Choice. A Study of Effective Program Practices. Technical Report.

New York State Education Dept., Albany. Bureau of Occupational Education Research.

Pub Date 82

Note-70p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Administrator Attitudes; *Career Choice; Career Education; *Career Guidance; Counselor Attitudes; Decision Making; Educational Research; *Guidance Programs; *Program Effectiveness; Program Evaluation; School Counseling; Secondary Education; Student Attitudes; Surveys; Vocational Education

Identifiers-*New York

A study was conducted to determine which aspects of guidance programs in New York State's secondary institutions are most effective in helping individual students make appropriate vocational program choices. Data, collected through a series of site visits, included results of administrator and counselor interviews, student surveys, and reviews of guidance activity checklists. Survey results indicated a need for flexibility in the provision of vocationally oriented experiences for students in various types of schools. Schools were involved with surrounding communities to varying extents, and the character of the communities had great influence on the occupational programs of schools. Counselors perceived value in all activities related to gathering information on vocations. Activities they considered most helpful to students involved contacts with local community colleges and 4-year colleges and universities. Percentages of students involved in "very helpful" activities were low. Student responses showed that guidance counselors, the counseling process, and parental advice were influencing factors in the decision-making process. The need for counseling at the point of choice was reported by administrators, counselors, teachers, and students. (Site descriptions and survey forms are appended.) (YLB)

ED218524 CE033205

Wallace, Virginia

Travel and Transportation. An Adult Competency Education Learning Module.

Montclair State Coll., Upper Montclair, NJ. Resource Dissemination Center.

Spons Agency-New Jersey State Dept. of Education Trenton. Bureau of Adult, Continuing, Community Education.

Pub Date 79

Note-101p.; For related documents see CE 033 200-204.

Available from-National Adult Education Clearinghouse, Montclair State College, Upper Montclair, NJ 07043 ($4.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Education; Air Transportation; Bus Transportation; *Competency Based Education; Learning Activities; Learning Modules; Maps; Rail Transportation; *Transportation; *Travel

This instructional unit on travel and transportation is one of six Adult Competency Education Learning Modules designed for use in a program of competency-based instruction for students with intermediate reading level ability. It is self-contained and designed for immediate classroom use. Each of five lessons contains these types of materials: information sheets, student exercise sheets, and exercise sheet answer keys. Topics covered in the lessons include Trains and Buses, Maps, You Take the High Road (toll roads, accidents, accident reports), The Airport, and Time Zones. (YLB)

ED218591 CS006735

Flippo, Rona F.; Borthwick, Paul

Should Testwiseness Curriculum Be a Part of Undergraduate Teacher Education?

Pub Date Dec 81

Note-18p.; Paper presented at the Annual Meeting of the American Reading Forum (2nd, Sarasota, FL, December 10-12, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Analysis; Curriculum Development; *Curriculum Research; Educational Research; Elementary School Students; *Teacher Education; *Teacher Education Curriculum; *Test Coaching; *Test Wiseness

Although research on testwiseness has varied to a great extent in the aspects of testwiseness measured and the strategies used, some conclusions can nevertheless be drawn: testwiseness is a bona fide entity and deserves attention, it is measurable, it appears to be made up of a set of specific skills rather than a collection of some general holistic abilities, and training in testwiseness can be administered to students of all ages from early childhood to adulthood. Working on the assumption that teachers at all levels need to be made aware of testwiseness strategies and be able to train their students in acquiring these skills, a study examined whether some training of undergraduate student teachers to teach testwiseness strategies would result in a significant degree of difference between the criterion referenced content area test scores of elementary school children taught these strategies and the test scores of children not taught the strategies. Eight student teachers and 174 elementary school students participated in the study. Each day for 3 weeks students in the experimental groups received testwiseness activities while the students in the control groups worked on other activities such as art or library work. Results indicated that although there was not a significant difference between the experimental and control treatment groups for any of the units taught and for any of the grades or ability groups, there was a slightly higher observed score for six of the nine experimental groups. This does not indicate that the student teachers were able to transfer the testwiseness strategies instruction they received to the students they taught. (HOD)

ED218611 CS206936

Campbell, Jeff H.

Language in the World of Work.

Pub Date Apr 82

Note-11p.; Paper presented at the Annual Meeting of the College English Association (13th, Houston, TX, April 15-17, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Awareness; College English; College Second Language Programs; Declining Enrollment; *Educational Benefits; *Education Work Relationship; *Employment Potential; Enrollment Influences; Higher Education; Language Enrollment; *Language Skills; Seminars

In 1980, Midwestern State University (Texas), a typical college in several respects, held a series of panel discussions aimed at making students aware of the practicality and applicability of language study. Originally conceived as a "work fair" that would help recruit English majors, exigencies of a changing academic situation and the English department's incorporation into a department of humanities, languages, and literature forced a change in focus to the importance of language study in general. Because the program was scheduled during regular class time, panel discussions were chosen as the most effective means of increasing student interest. Midwestern State University graduates in a wide variety of fields--psychiatric nurse practitioner; writer, producer, narrator of films; police officer; and others--described how language skills were important in their careers. Although it is impossible to ascribe to the program any causal relation, in the fall following the number of English majors at the university increased 24%. (JL)

ED218632 CS207029

Nesterenko, Alexander; Smith, C. Zoe

American Life as Represented by Robert Frank's "The Americans": A Study of Self-Projections.

Pub Date Jul 82

Note-50p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982). Photographs may not reproduce clearly.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Alienation; Communication Research; Higher Education; *North American Culture; Perception; *Photography; Psychological Studies; Q Methodology; *Social Attitudes

Identifiers-*Frank (Robert)

A two-phase study was conducted to compare individuals' perceptions of American life with their perceptions of Robert Frank's "The Americans," a book of photographs. In the first phase, a projective technique was used to elicit verbal responses about a sample of Frank's photographs. In the second phase, a representative sample of opinion statements from the subjects' protocols were used for a Q-methcdological study of perceptions. Six students from a photojournalism class conducted interviews with 103 liberal arts students and showed them 1 photograph from each of 8 areas--patriotism, povery, racism, urban life, highways, crowds, interiors of public places, and affected women--in 3 steps: (1) 5-second exposure; (2) indefinite exposure for as long as it held the subject's interest; and (3) story construction in which the subject constructed a story from all the photographs. In the second phase, the subjects Q-sorted the opinion statements from phase 1 according to three conditions: to represent what they believed the photographs communicate about American life, to imagine they had a set of photographs that depicted American life as they saw it, and to imagine they had a set of photographs that depicted American life in an ideal sense. Results indicated that the subjects rejected Frank's photographs not because they were unrepresentative of American life but because they evoked feelings of alienation. (JL)

ED218756 EA014784

Administrative Policy Manual of the New York State Education Department. 1982 Edition.

New York State Education Dept., Albany.

Pub Date 82

Note-91p.; Portions of sample administrative forms may not reproduce due to small print of original document.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Administrative Organization; *Administrative Policy; Affirmative Action; Confidential Records; Data Processing; Financial Policy; Information Storage; Institutional Characteristics; Lawyers; Office Management; Offices (Facilities); Personnel Policy; Policy Formation; Publications; Public Relations; Purchasing; *Records (Forms); *State Departments of Education

Identifiers-*New York State Education Department

This manual presents information, policies, and practices regarding the administrative organization and management of the New York State Education Department. Each unit of the department is briefly described and its policies and practices outlined. Forms with which department employees should be familiar are included along with names of staff members who can answer questions regarding their use. The units for which policies are presented include the offices of counsel, public information, policy analysis, affirmative action, and personnel and labor relations; the division of education business management services, comprising the office services section, the building and grounds maintenance section, the bureau of publications, the bureau of administrative analysis, and units responsible for space planning, design, and coordination of capital construction; the division of electronic data processing; and the division of fiscal management. Several general executive policies applicable to the entire department are also included. (Author/PGD)

ED218796 EA014825

Resnick, Michael A.

The Federal Role in Education: A Foundation for the Future.

National School Boards Association, Washington, D.C.

Pub Date 82

Note-33p.

Available from-Publications, National School Boards Association, 1055 Thomas Jefferson Street, N.W., Suite 600, Washington, DC 20007 ($4.00; payment must accompany order).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Civil Rights; Educational History; Educational Objectives; Educational Policy; Elementary Secondary Education; Equal Education; *Federal Aid; *Federal Programs; *Federal Regulation; *Government Role; *Government School Relationship; National Defense; State Programs

Identifiers-New Federalism

The history of the federal role in education and the nature of the federal role required today and under the "New Federalism" are examined in this publication. The intent of the 25-page discussion paper is to encourage education policy makers to engage in a dialogue that will result in educational decisions that promote the economic and cultural well-being of the country. The paper outlines three points for discussion: the federal role beginning with the Vocational Education Act of 1917; the contemporary need for federal involvement in education to support defense, economic, social, and environmental needs; and whether the New Federalism concept may be an effective process to fulfill governmental education responsibilities. The paper concludes that two themes bind together the direction of federal education policy: the role of education in achieveing national goals, such as defense, civil rights, and eradication of poverty, and the maintenance of quality education and a well-educated citizenry as national objectives in themselves. The paper highlights the significance of these two themes as a basis for charting the course of future education policy. (Author/JM)

ED218861 EC143126

Lynch, Eleanor W.

But I've Tried Everything! A Special Educator's Guide to Working with Parents.

San Diego State Univ., Calif.; San Diego Unified School District, Calif.
Spons Agency-California State Dept. of Education, Sacramento.
Pub Date 81
Grant-37-3062-80-3293-7100
Note-55p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Cooperation; *Disabilities; Elementary Secondary Education; *Individualized Education Programs; *Parent Participation; *Parent Teacher Cooperation

Intended for special education teachers, the idea book for involving parents in the individualized education program process is presented. Barriers interferring with parent participation and suggestions for overcoming them are addressed in nine areas: communication problems, transportation problems, babysitting problems, lack of time, lack of understanding of the system, feelings of inferiority, feeling that problems won't be resolved, language and/or cultural differences, and realistically accepting their child's disability. Among the suggestions offered are being available to parents, keeping parents informed of their child's progress, providing babysitting, building parents' confidence, and being supportive and sensitive to parents' feelings. (SB)

ED218930 FL012990

Hart, Robert S., Ed.

The PLATO System and Language Study.

Illinois Univ., Urbana. Language Learning Lab.

Pub Date 81

Note-238p.; For related documents, see Fl 012 991-FL 013 007.

Available from-Language Learning Laboratory, University of Illinois, G-70 Foreign Languages Bldg., 707 S. Mathews, Urbana, IL 61801. Prices available upon request.

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Chinese; *Computer Assisted Instruction; Disadvantaged; Educational Innovation; English (Second Language); English Instruction; Hebrew; Hindi; *Instructional Design; Literature; Modern Language Curriculum; *Native Language Instruction; Russian; *Second Language Instruction; Teaching Methods

Identifiers-Esperanto

This issue presents an overview of research in computer-based language instruction using the PLATO IV computer system. The following articles are presented: (1) "Language Study and the PLATO system," by R. Hart; (2) "Reflections on the Use of Computers in Second-Language Acquisition," by F. Marty; (3) "Computer-Based Instruction in Elementary Hindi," by Y. Kachru and others; (4) "A Computer-Assisted Program for the Teaching of Modern Hebrew," by P. Cole and others; (5) "PLATO Sitcom Dialogs for Russian," by C. Dawson and N. Provenzano; (6) "PLATO Reaches International Students with English Lessons," by R. Dixon; (7) "Computer-Assisted Instruction in Latin and English Vocabulary Development," by R. Scanlan; (8) "PLATO Esperanto Materials," by J. Sherwood; (9) "CAI in Advanced Literature Classes," by N. Hinton; (10) "The Indiana Routing System: A PLATO Curricular Tool for Teachers," by R. Haugh and others; (11) "Computer Processing of Esperanto Text," by B. Sherwood; (12) "Technical Aspects of Computer-Assisted Instruction in Chinese," by C. Cheng and B. Sherwood; (13) "Speech Synthesis Applied to Language Teaching," by B. Sherwood; (14) "A Rather Intelligent Language Teacher," by S. Cerri and J. Breuker; (15) "An Evaluation of Computer-Assisted Instruction in English Grammar Review," by W. Oates; (16) "Computer-Based Analysis of Individual Learning Characteristics," by C. Curtin and others; and (17) "Learning Characteristics of the Disadvantaged: Implications for CAI Lesson Design," by S. Campanini. (AMH)

ED218546 CG016046

Oversight Hearing on Juvenile Restitution Programs. Hearing before the Subcommittee on Human Resources of the Committee on Education and Labor, House of Representatives, Ninety-Seventh Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 3 Mar 81

Note-481p.; Paper copy not available due to small print size in original document.

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adolescents; Cost Effectiveness; Court Litigation; *Delinquency Prevention; *Delinquent Rehabilitation; Delivery Systems; Hearings; *Juvenile Courts; Models; Program Descriptions; *Program Effectiveness; Recidivism; Victims of Crime

Identifiers-*Juvenile Justice System; *Restitution Programs

These proceedings of the Subcommittee on Human Resources deal with the effectiveness of juvenile restitution programs and review the progress made by a number of such federally funded programs during the past 2 years. Testimony is presented that includes the experiences of four juvenile participants in restitution programs and several project directors. The report also includes descriptions of restitution programs in several states along with the report of an independent evaluator which analyzes program cost and effectiveness, community support, and percentage of loss returned. The impact of restitution programs in the juvenile justice system is also discussed. Prepared statements, letters, and supplemental materials are appended. (JAC)

ED218653 CS207076

Graves, Donald H.

A Case Study Observing the Development of Primary Children's Composing, Spelling, and Motor Behaviors during the Writing Process. Final Report, September 1, 1978-August 31, 1981.

New Hampshire Univ., Durham. Dept. of Education.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date [82]
Grant-NIE-G-78-0174
Note-501p.; Articles may be marginally legible.
EDRS Price - MF02/PC21 Plus Postage.
Descriptors-Case Studies; Child Language; *Classroom Observation Techniques; Classroom Research; Elementary Education; Elementary School Students; Handwriting; Punctuation; Spelling; *Student Behavior; *Teacher Behavior; Teaching Methods; Writing Instruction; *Writing Processes; *Writing Research

Sixteen children in five different classrooms in the same, small, rural-suburban school in New Hampshire were observed for 2 years to document what primary children did when they wrote. Eight of the children were observed from age 6 through 7, and eight from 8 through 9. Three researchers were on-site in classrooms 4 days out of 5 for the 2-year project. Data were gathered through child and teacher interviews, direct observation of children through specific protocols, and video recordings of children while composing, conversing with other children, and in conference, as well as through all of the children's written products. Data from observations of child behavior during the writing process together with data from observations of teacher practices led to seven hypotheses: (1) behaviors of writers are ideosyncratic and highly variable; (2) clusters of behaviors should be observed before making decisions about writers; (3) scope and sequence curricula have little relevance in helping writers develop; (4) the scaffolding-conference approach is the best response to the variable writer; (5) let students write daily, sustain selections longer, and write at predictable times; (6) let children choose most of their topics because it assists them with voice, heightens semantic domain, skill of narrowing topic, and basic decision making; and (7) skills are best taught within the context of the child's own writing. (Appendixes include copies of research articles, selected chapters from a book, articles related to the study, and data examples.) (HOD)

ED218674 CS207122

Glynn, Shawn M.; And Others

Influence of Verbal SAT and Anxiety on Persuasive Writing.

Pub Date Mar 82

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Anxiety; Cognitive Processes; *Persuasive Discourse; *Verbal Ability; Writing Exercises; *Writing Research; Writing Skills

Identifiers-*Writing Apprehension

Two experiments were conducted to assess the influences of two individual variables--verbal aptitude and writing apprehension--on the production of persuasive arguments by college students. Subjects were 47 college students who wrote preliminary and final drafts of persuasive letters. Results of both experiments revealed that the students' verbal SAT scores were positively correlated with their preliminary draft argument production. In addition, the students' writing apprehension scores were negatively correlated with their verbal SAT scores and with their preliminary draft argument production, but not significantly so. In general, the findings provide some support for those educators who believe that students' verbal SAT scores should be taken into consideration when predictions are made about their actual writing ability and when decisions are made about placing them in advanced writing courses. (Author/FL)

ED218696 CS503909

Interpersonal, Nonverbal, and Small Group Communication: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1982 (Vol. 42, Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date 82
Note-13p.; Pages may be marginally legible.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults; Annotated Bibliographies; Children; Communication Apprehension; *Communication Problems; *Communication Research; Communication Skills; *Disclosure; *Doctoral Dissertations; Elementary Secondary Education; Higher Education; Interaction; Interpersonal Attraction; Interpersonal Relationship; *Nonverbal Communication; Problem Solving; Self Esteem
Identifiers-*Interpersonal Communication; *Small Group Communication

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 21 titles deal with a variety of topics, including the following: (1) factors affecting interpersonal attraction and perceived appropriateness; (2) the effect of self-esteem, relationship satisfaction, conceptual complexity, and present relationship communication patterns on the learning of communication skills; (3) communication style and versatility as predictors of dyadic trust and attraction; (4) reciprocity of self-disclosure; (5) unitization, self-monitoring, and the processing of conversational sequences; (6) parent-caregiver communication in two kinds of day care settings; (7) synectics as a solution-centered approach to small group discussion; (8) communicative behavior in the development of cross-cultural friendships; (9) the effects of anxiety-arousing messages in groups on qualitative dimensions of feedback in high and low communication apprehensive individuals; (10) the therapeutic effect of the self-disclosure technique in the rehabilitation of disabled individuals; (11) orientation situation, communicating, and accuracy in group problem solving; (12) mother-child communication and the acquisition of deixis; (13) interpretive themes in relational communication; (14) power orientation and communication behavior; and (15) misunderstandings in conversations between adults and children. (FL)

ED218717 EA014727

Wayson, William W.; Pinnell, Gay Su

Creating a Living Curriculum for Teaching Self-Discipline.

Association for Supervision and Curriculum Development, Alexandria, Va.
Pub Date 82
Note-25p.; Chapter 7 of "Helping Teachers Manage Classrooms" (EA 014 720). For related documents, see EA 014 720-728.
Available from-Not available separately; see EA 014 720.
Document Not Available from EDRS.
Descriptors-Adjustment (to Environment); Behavior Change; *Behavior Development; Behavior Patterns; *Change Strategies; *Discipline; *Educational Environment; Elementary Secondary Education; Interpersonal Relationship; Power Structure; Problem Solving; School Organization; *Self Control; Student Adjustment; *Student Behavior; Teaching Methods

To understand and deal with student behavior, we must understand that most behavior is caused by objects and events in the world around the student; that students have learned personal ways of relating to those objects and events; and that in a setting like a school it is easier and more productive to alter those objects and events than to change students' psychological makeup or to affect directly the way they have learned to react. Discipline problems can more often be traced to dysfunctions in the interpersonal climate and organizational patterns of the school than to malfunctions in the individual. Teaching students self-discipline requires improving practices, structures, and relationships in the school to reinforce the development of good behavior habits. This chapter of "Helping Teachers Manage Classrooms" describes eight features of schools that have a strong relationship to discipline: patterns of communication, problem-solving, and decision-making; patterns of authority and status; procedures for developing and implementing rules; student "belongingness"; relationships with parents and community forces; processes for dealing with personal problems; the curriculum and instructional practices; and the physical environment. Behaviors that seem productive and procedures for overcoming dysfunctions are discussed for each area. (Author/PGD)

ED218777 EA014805

Semi-Annual Report to Congress: April 1, 1980-September 30, 1980.
Office of Inspector General (ED), Washington, DC.
Pub Date 80
Note-52p.; Page 34 will not reproduce due to illegibility of original document. For related documents, see EA 014 806-808.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrative Organization; *Crime Prevention; Elementary Secondary Education; Federal Government; *Federal Programs; *Inspection; *Investigations; Postsecondary Education; Program Evaluation; Quality Control; Tables (Data)
Identifiers-*Auditors; Department of Education; Fraud; *Office of Inspector General

EStablished in 1980 to help improve management effectiveness, the U.S. Department of Education's Office of Inspector General (OIG) is responsible for audit, investigative, fraud detection and prevention, and some security services for the Department. In this document--its first semi-annual report--the OIG first describes its organizational structure, staff selection, budget and resources, and planning and training activities. The report then presents data on OIG audits conducted and resolved, the amounts of money saved or claimed, and the problem of the backlog of audits existing when the office was formed. OIG's investigative activities are reviewed next, detailing the cases under investigation, the educational programs involved, and the results of the investigations. The report also notes OIG's reviews of proposed legislation and regulations. Appendices provide organizational charts and further data on audits completed and complaints received. (Author/RW)

ED218817 EC142769

Brightman, Alan J.; Sullivan, Mary Beth

The Impact of Public Law 94-142 on Parents of Disabled Children: A Report of Findings.

Cambridge Workshop, Inc., Belmont, MA.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 15 Oct 80
Note-41p.; For related document, see EC 142 770.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Developmental Disabilities; Disabilities; Elementary Secondary Education; *Federal Legislation; *Individualized Education Programs; *Mainstreaming; *Parent Attitudes; Parent School Relationship
Identifiers-*Education for All Handicapped Children Act

The study investigated the effects of P.L. 94-142 (the Education for All Handicapped Children Act) on parents with disabled children through case study procedures with six families and a series of structured interviews with 26 additional families. Children ranged in age from 6 to 18 years and in degree of developmental disability from moderate to mild. Four factors most commonly articulated about parents' experiences with the individualized education program were the first IEP meeting, information gathering, subsequent IEP meetings, and monitoring. Among findings were that most parents had very little idea of what to expect at the meeting or of what was to be expected of them; that parents sought IEP related information from administrators, teachers, and other parents; and that the most prevalent source of IEP conflict related to the inclusion of specialist services in the child's education plan. The least restrictive environment (LRE) was considered in terms of risks, benefits, and academics and ideology. Conclusions regarding the LRE included that almost all parents ultimately supported decisions to integrate their children with nondisabled peers; that the fundamental risk perceived by parents was that of their child being tolerated rather than taught; and that what mattered most about their child's educational placement was the quality of interpersonal life it promised. Three images of parents emerged: parents as partners, parents as advocates, and parents as pioneers. (SB)

ED218883 EC143148

Ferrara, Joseph M.; And Others

How Are You Going to Keep Them Down on the Farm...The South Dakota Rural Special Education Personnel Preparation Model.

Spons Agency-South Dakota State Div. of Elementary and Secondary Education, Pierre.

Pub Date Apr 82

Note-18p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session M-13).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Course Content; *Disabilities; Elementary Secondary Education; Inservice Teacher Education; *Models; *Rural Areas; State Programs

Identifiers-*South Dakota

A state sponsored pilot project designed to provide special education services to rural South Dakota has attempted to overcome high teacher turnover due to lack of community resources, inappropriate preservice preparation, and poor relationships with administrators and peers. The model emphasizes retraining rural special educators as special education generalists and is built around three components: coursework designed to prepare graduate level students for a rural special education setting; support and supervision services; and administrative functions (such as recruiting districts and trainees and maintaining intraproject communication). Program success indicated the importance of involvement of the state education agency, adequate site preparation, and the requirement of a residency period for trainees on campus. (CL)

ED218908 EC143181

McIntyre, Thomas

Factors Related to Burnout: A Review of Research.

Pub Date Apr 82

Note-19p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session Th-74). Print is light and may not reproduce well.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences; *Disabilities; Elementary Secondary Education; Job Satisfaction; *Locus of Control; Sex Differences; *Teacher Burnout; *Teacher Characteristics; Teacher Morale

Surveys were completed by 469 special education teachers to investigate the relationship of locus of control to teach burnout. Locus of control was found to correlate significantly with four of six dimensions on the Maslach Behavior Inventory. As teachers reported more external orientation, they also reported a greater degree of burnout. No statistically significant correlations were found between burnout and teaching position, grade level taught, type of child taught, level of education, student load, size of district, and marital status. Increasing age was significantly correlated with more frequent feelings of personal accomplishment and negatively correlated with both frequency and intensity dimensions of the emotional exhaustion subscale, and stronger feelings of depersonalization. Males had significantly fewer feelings of personal accomplishment than females and scored higher on both dimensions of the depersonalization scale. Area of college preparation, years of experience, and desire to remain in teaching were also related to burnout. (CL)

ED218445 CE031887

Rosove, Bruce; Hawkins, Keira

PLACE: Guided Steps to Employment Readiness. Workbook. Part D: Doing Well on the Job.

Canada Employment and Immigration Commission, Ottawa (Ontario). Occupational and Career Analysis and Development Branch.

Report No-CEIC-WH-7-003E

Pub Date 80

Note-26p.; For related documents see CE 031 882-890.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults; Career Counseling; Career Education; *Communication (Thought Transfer); *Employee Attitudes; Employment Potential; Employment Qualifications; Employment Services; Guidelines; *Human Relations; *Hygiene; *Interpersonal Competence; Interpersonal Relationship; Job Skills; Occupational Information; Work Attitudes; Workbooks

Identifiers-Canada; *PLACE (Program)

This PLACE workbook for clients in employment counseling helps them assess their employability, specifically in the part of PLACE related to doing well on the job. (A companion Sourcebook is available separately as CE 031 888). It contains employment-related topics about which clients are asked questions that can help them identify employment problems. Overcoming these problems may require clients to learn a skill or work-related behavior, or it may mean that clients must obtain a resource, such as child care, transportation, or bonding. Specific topics covered in this workbook include looking and acting the part (appearance, timekeeping, and following company policies), meeting work standards (work methods and care of equipment and materials), working with people (communications skills and human relations skills), and showing initiative. (YLB)

ED218569 CG016069

Arms, Karen G.

Developing Multidisciplinary Teams to Assess Family Needs and Envision Services.

Pub Date Oct 81

Note-7p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Milwaukee, WI, October 13-17, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Housing; College Students; *Cooperative Planning; Course Descriptions; *Family Problems; Higher Education; *Intellectual Disciplines; *Interdisciplinary Approach; Models; *Needs Assessment; Problem Solving; Proposal Writing; *Teamwork

This paper describes a graduate seminar designed to provide a multidisciplinary student group with the experience of using a team approach for assessing group family needs, conceptualizing a services and self-support model for meeting those needs, and articulating the model in a grant proposal. A summary of course goals and student requirements is provided along with a description of the campus, student-family housing apartment complex which was the focus of the study. A student-developed schema for problem solving, used throughout the course, is presented as well as a detailed description of the seminar in process. Student learnings are summarized and a brief reference list is appended. (MCF)

ED218839 EC142800

Washington, Michael H.

A Comprehensive Approach to Assessing and Remediating Learning Disabilities in Learning Disabled College Students.

Pub Date [81]

Note-11p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Students; Educational Objectives; Higher Education; History; *Learning Disabilities; *Program Development; *Remedial Instruction; Student Evaluation; *Systems Approach; *Task Analysis

A systems approach was used to assess, remediate, and/or develop compensatory strategies in learning disabled college students. The approach consisted of four components: an analysis of the educational task, preparation of criterion measures, preparation of behavioral objectives, and preparation of instructional sequences. A task analysis was established for one student, which was based on a history syllabus. Steps involved determining the necessary sequential tasks a nondisabled person would perform to complete the educational task, evaluating the student as to how well the task was learned, designing specific behavioral objectives for the student, and developing an individualized curriculum based on instructional sequences that met the specific needs of the learning disabled student. A copy of the student's posttest is appended. (SB)

ED218947 FL013007

Campanini, Susan

Learning Characteristics of the Disadvantaged: Implications for CAI Lesson Design (Helpful Hints for Computers and Other Teachers).

Illinois Univ., Urbana. Language Learning Lab.
Pub Date 81
Note-11p.
Available from-Not available separately, see FL 012 990.
Document Not Available from EDRS.
Descriptors-*Adult Students; Branching; *Computer Assisted Instruction; Economically Disadvantaged; Educational Diagnosis; *Educationally Disadvantaged; English Instruction; Feedback; *High School Equivalency Programs; *Individualized Instruction; Instructional Design; Learning Problems; Online Systems; Pacing; Positive Reinforcement; Programed Instructional Materials; *Reading Comprehension; Reading Difficulties; Science Instruction; Social Studies; Student Characteristics; Student Motivation; Student Needs; Teaching Methods
Identifiers-*PLATO IV

Ideas for designing computer-assisted instruction (CAI) lessons that take into account the learning characteristics of disadvantaged adult students are examined, based on experiences with students who undertook a series of PLATO lessons in preparation for the GED (high school equivalency) exam. The students, who ranged in age from 18 to 60 years old, were largely unemployed and poor, and most lived in the black community. While they enrolled in the program voluntarily, many had a history of negative experiences with previous schooling and very low opinions of their own learning abilities, and many had limited reading skills. Since interest in an academic area can be promoted by student interest in certain topics, it is suggested that topic preferences might be determined prior to a CAI lessons on reading comprehension. Individual preference data can also be used for individualized branching to passages and for feedback on responses to questions. Especially important to developing motivation of these learners is the use of supportive feedback in on-line messages that give partial credit and are worded positively, and also provide constructive, answer-specific information for correction. A guiding principle for using CAI lessons to uncover and correct information deficits is an awareness of the nature of the tasks that the lesson teaches and/or tests. The need for help in making connections and perceiving associative structure suggests the importance of explicit instructions in CAI lessons. In regard to reading comprehension deficits, CAI lessons can help in individual diagnosis and collection of individual student data for selecting new readings and help units and for branching to exercises. The benefits of having a passage displayed with one sentence added at a time under student control are noted. (SW)

ED218967 FL013064

Atkinson, Martin

Explanations in the Study of Child Language Development. Cambridge Studies in Linguistics 35.

Report No-ISBN-0-521-28593-3

Pub Date 82

Note-289p.

Available from-Cambridge University Press, 510 North Ave., New Rochelle, NY 10801 ($12.95).

Document Not Available from EDRS.

Descriptors-*Child Language; *Language Acquisition; Language Research; *Linguistic Theory; Phonology; Psycholinguistics; Semantics; Syntax

A set of six conditions for critically analyzing proposals in the various areas of language acquisition is developed and justified. These conditions are then applied to theoretical proposals in language acquisition literature. Proposals in the following areas are discussed and evaluated: (1) phonological development, (2) early lexical development, (3) the acquisition of relational terms, (4) the development of formal grammars, (5) semantic approaches to syntactic development, (6) the development of speech acts, (7) cognitive reductions, and (8) social reductions. Theories on learnability and the mechanisms of learning are also discussed. Recommendations for future language acquisition research are included. (EKN)

ED218988 HE015075

Bess, James L.

University Organization. A Matrix Analysis of the Academic Professions.

Pub Date 82
Note-334p.
Available from-Human Sciences Press, Inc., 72 Fifth Avenue, New York, NY 10011.

Document Not Available from EDRS.

Descriptors-*Academic Freedom; *College Administration; *College Faculty; *Faculty Development; Faculty Workload; Higher Education; Interprofessional Relationship; Power Structure; Professional Recognition; Student Teacher Relationship; *Teacher Administrator Relationship; Teacher Welfare

Using the latest research instruments, including questionnaires, interviews, factor analysis, and matrix construction, the present restraints on professorial effectiveness and the contributions of departmental and university structures to professorial malaise is examined for the purpose of improving ways that administrators can increase faculty effectiveness. Part I, "The Academic Profession," discusses the dimension of academic professionalism and recruitment to the academic profession. Part II "Theoretical Perspectives," examines the division of labor and academic specialization and interpersonal relations among faculty and staff. Part III, "Empirical Research," discusses faculty preferences for academic tasks and findings of empirical research. Part IV, "New Organizational Forms," examines matrix organization of academic functions and dynamics of organizational change. In the final section it is suggested that if faculty are permitted to follow their own inclinations that they will be more highly productive for all their constituencies--students, researchers, users of new knowledge, and society. Appendices include: the survey cover letter; survey of faculty activity preferences; response bias letter, questionnaire and analysis; open-ended pre-test questionnaire; faculty interview program; and scale descriptions and reliabilities. A list of tables and figures, notes on each chapter, and an index are provided. (LC)

ED218506 CE033160

Miller, John C.

Tutoring. The Guidance and Counselling Role of the Tutor in Vocational Preparation.

National Inst. for Careers Education and Counselling, London (England).
Spons Agency-Further Education Curriculum Review and Development, London (England).
Pub Date Jun 82
Note-73p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Career Counseling; *Career Guidance; Check Lists; Definitions; Educational Environment; Guidelines; Job Skills; Postsecondary Education; *Program Implementation; Resources; Self Evaluation (Individuals); Staff Development; Teaching Skills; *Tutoring; *Tutors

Identifiers-*Tutor Role

Addressed to adults working in a tutorial capacity with young people engaged in the process of vocational preparation, this manual offers ideas, poses issues, and describes skills and tasks that will help tutors to develop their work with students--either on their own or through staff development programs. The aims of vocational preparation, guidance, and guidance in vocational preparation are examined. In a discussion of stages of tutorial intervention, the following stages through which students pass in each opportunity are covered: selection, induction, experience, and transition. Defined are various tasks of the tutor, including negotiating, contracting, informing, advising, counseling, referring, assessing, coaching, disciplining, feeding-back, evaluating, and refereeing. The values of openness, equality of worth, and trust are addressed. Dealt with next are various multiple, specific, and ancillary skills, including attending, observing, listening, responding, questioning, timing and pacing, personalizing, target-setting, confrontation, recordkeeping, and self-evaluation. Issues related to tutoring in group, individual, and organizational settings are confronted. Following a synthesis of the above-mentioned components of tutoring, several organizational issues are addressed. Appended are resource sheets on such topics as referral agents, sample job descriptions, pitfalls, and potential advantages and risks of various systems of tutoring. (MN)

ED218525 CE033220

Tindall, Lloyd W.

Vocational Education Models for Linking Agencies Serving the Handicapped. Technical Assistance Report.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date Sep 81

Contract No-300-79-0671

Note-166p.; For related documents see CE 033 221, ED 215 089-090, and ED 215 097.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Agency Cooperation; Career Education; Delivery Systems; Demonstration Programs; *Disabilities; Financial Support; Instructional Materials; Learning Modules; *Linking Agents; Material Development; *Models; *Program Development; Program Evaluation; Resources; School Districts; Services; Special Education; State Agencies; Statewide Planning; *Vocational Education; Vocational Rehabilitation

Identifiers-Maryland; New Jersey; Virginia

This report describes the technical assistance provided to the states of New Jersey, Maryland, and Virginia during a project on vocational education models for linking agencies serving the handicapped. Described first are the nature and scope of the project. Covered in a summary of technical assistance provided to New Jersey are the New Jersey Vocational Education Model for Linking Agencies Serving the Handicapped, pilot counties, the New Jersey Interagency Linkage Project time line, and assessment of New Jersey implementation activities. Next, various aspects of the Virginia project are discussed, including models for linking agencies serving the handicapped in Virginia, four county/city pilot models, and Virginia's current condition of interagency linkages to improve the vocational education of handicapped persons. In a section on assistance to Maryland, the Maryland vocational education models for linking agencies serving the handicapped are outlined along with the development of a resource manual concerning cooperative planning for the handicapped. Provided in an overview of the resource manual is information on legal mandates, cooperative agreements, relating state and local services, funding, service delivery at the local level, career and vocational program delivery, and monitoring and evaluation. (MN)

ED218612 CS206939

Smith, C. Zoe

Emigre Contributions to "Life": The German Influence in the Development of America's First Picture Magazine.

Pub Date Jul 82
Note-27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-History; *Journalism; Layout (Publications); Media Research; *Periodicals; *Photography
Identifiers-Journalism History; *Korff (Kurt); *Life Magazine; Luce (Henry); Photojournalism

The influence of the German picture magazines and their editors and photographers on publisher Henry Luce and his staff during the early years of "Life" magazine has been overlooked. However, there is strong evidence in the Time, Incorporated, archive files indicating that the year Kurt Korff spent as a consultant to the company's newly reorganized experimental department (1935-36) was extremely beneficial in the development of America's first picture magazine. Korff, a German Jewish immigrant, was just one of the Europeans whose photography training and experience on the German picture magazines provided Time, Incorporated, with a model proposed picture magazine, which encouraged Luce to hire him as a consultant to the prepublication staff, and whose contents were prophetic of the content found in later issues of "Life." Many of the suggestions Korff made concerning which photographers should be hired for "Life," how the photographs should be obtained and laid out, and for what audience the magazine should target its material were followed by the publisher. Korff was a likeable man, according to all reports, but he was unable to give up the style of the German magazines, which "Life" planners had no desire to duplicate. Apparently upset that there were no plans to make him a permanent editor on the new magazine's staff, Korff resigned in July, 1936, to work for the Hearst publishing organization. (HTH)

ED218633 CS207031

Kwiatek, Kathy Krendl; Watkins, Bruce

The Systematic Viewer: An Inquiry into the Existence of a Television Schema in Children.

Pub Date Jul 82

Note-32p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cognitive Measurement; *Cognitive Processes; Grade 5; *Information Processing; Intermediate Grades; Measurement Techniques; *Responses; Situational Tests; *Television Research; *Television Viewing

Identifiers-*Schemata

A study focused on those factors that typically characterize television viewing--those ground rules for processing that are relatively immutable and those that vary in accordance with situation and contextual cues within the environment. Sixty fifth grade students were randomly assigned to one of four treatment groups. Members of all four groups viewed a television program and responded to an open-ended interview following viewing. Treatment groups were based on the manipulation of frame of reference of viewing set (either educational or entertaining), and viewing mode (either stopping or no-stopping). The question was whether subjects motivated by educational instructions or the stopping mode of viewing would invest more mental effort and deeper processing by attempting to put the pieces together so that they were integrated into the story line, thus reducing the uncertainty resulting from the interruptions of the narrative flow. Such behavior would permit them to reformulate their hypotheses about what was happening in the show, their expectations about what was coming next, and what it all meant in the face of the content that appeared to be rather disjointed. Results suggested that viewing to learn or mode of viewing (stopping) altered students' routine television viewing schema and called for more mental effort than usual. The additional effort resulted in consistently deeper or higher levels of processing. Something in the context of the event or something about the event itself triggered the need for more attention and higher levels of processing. (HOD)

ED218675 CS207123

Click, J. W.; And Others
Reader Response to Front Pages with Modular Format and Color [and] Newspaper Errors: Source Perception, Reporter Response and Some Causes. American Newspaper Publishers Association (ANPA) News Research Report No. 35.
American Newspaper Publishers Association, Washington, D.C.
Pub Date 29 Jul 82
Note-13p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Error Patterns; *Layout (Publications); *Media Research; *Newspapers; *News Reporting; Perception
Identifiers-*Reader Response

Two studies were conducted, the first to determine reader response to newspaper front pages with modular format and color, and the second to examine source perception and reporter response to errors in news stories. Results of the first study revealed that respondents in three cities preferred modular front pages to other modern format pages and that they preferred pages with either spot color or four-color halftones to pages without color. The second study revealed that reporters disputed three-fourths of news source claims of error, but did admit that 20% of their stories contained mistakes. It showed also that sources felt there were more errors in longer stories, those with multiple sources, and those about local government, and that organizational constraints appeared to minimize error by reducing opportunities for reporters to write stories that are error-prone. (FL)

ED218737 EA014748

Cates, Carolyn S.

Industry-Education Collaboration for School Improvement.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Dec 81

Contract No-400-80-0103

Note-39p.; For related documents, see EA 014 745-747 and EA 014 749.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cooperative Programs; *Educational Cooperation; Educational Improvement; Elementary Secondary Education; *Institutional Cooperation; Program Descriptions; *School Business Relationship; Unions

Identifiers-*California (Santa Clara County); *Industry Education Councils

As part of a research project examining interorganizational arrangements (IOAs) among educational agencies for school improvement, this study focused on one type of "freestanding" IOA, the industry-education council (IEC). "Freestanding" means the IOA is supported chiefly by its member organizations, not outside agencies. The author first reviews information from a national survey investigating industry-education-labor collaboration. Such collaboration was found to be recent, based on more traditional educational views, and characterized by common central purposes but diverse activities. A brief profile of the Industry-Education Council of California, a statewide network of IECs, is followed by a lengthy description of the Industry-Education Council of Santa Clara County (California). The author notes local educational needs, discusses the Santa Clara County IEC's origins, goals, staff, and activities, and reviews two of its projects, one on computer literacy and the other involving high school student employment resumes. The document concludes that successful industry-education collaboration is characterized by feelings of mutual ownership and commitment among participants, evidence of accomplishment, and involvement of non-members in some activities. Two appendices list the Santa Clara County IEC's membership and projects. (Author/RW)

ED218797 EA014826

Becoming a Better Board Member. A Guide to Effective School Board Service.

National School Boards Association, Washington, D.C.
Spons Agency-Carnegie Corp. of New York, N.Y.
Report No-ISBN-0-88364-115-1
Pub Date 82
Note-314p.
Available from-Publications, National School Boards Association, 1055 Thomas Jefferson Street, N.W., Suite 600, Washington, DC 20007 ($14.95, plus $2.75 postage and handling).
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-*Administrator Responsibility; *Board Administrator Relationship; Board of Education Policy; Board of Education Role; *Boards of Education; Collective Bargaining; Communication (Thought Transfer); Curriculum Development; Decision Making; Educational Finance; Elementary Secondary Education; Leadership; *Meetings; Orientation; Orientation Materials; Policy Formation; *Superintendents; Teacher Administrator Relationship; Teachers
Identifiers-*Board of Education Members

This guide to effective school board service is a "how-to" manual for school board members. The objective of the book is to condense the time board members need to become more effective school leaders, but it also contains information and advice intended to be helpful to experienced board members. Consisting of 17 chapters, the book is based on personal interviews with and surveys of school board members and school administrators. Included are many checklists, helpful hints, and illustrations designed for easy reading and understanding. The 17 chapters discuss getting on board, learning boardsmanship, board meetings, exercising board leadership, the board as decision maker, and boards and superintendents. Also covered are the board and the district staff, school boards and collective bargaining, the fundamentals of school finance, curriculum, and other matters (including transportation, food services, insurance, declining enrollment, use of facilities, and student discipline). The last three chapters discuss communication techniques, politics and the political process, and a board member's personal life (including time management, stress, and the benefits of board membership). (Author/JM)

ED218862 EC143127

Efron, Joy R.

Inservice Training for Teachers of Visually Handicapped Students.

Los Angeles Unified School District, Calif.
Spons Agency-California State Dept. of Education, Sacramento.
Pub Date 30 Jun 80
Grant-19-64733-80-3293-7100
Note-228p.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Elementary Secondary Education; *Inservice Teacher Education; *Itinerant Teachers; Mainstreaming; *Resource Teachers; Self Evaluation (Individuals); *Services; *Visual Impairments

The study examined the effects of an inservice program for nine resource and eight itinerant teachers on skills of regular classroom teachers in meeting needs of visually handicapped students enrolled in their classes and supportive services provided to classroom teachers by resource and itinerant teachers. An introductory chapter covers background of the study, statement of the problem, need for the study, statement of purpose, review of the literature, hypotheses, and delimitations. The research design, covered in a second chapter, included a survey of classroom teachers, a survey of resource and itinerant teachers, and an objective test of knowledge administered to resource and itinerant teachers. The third chapter presents results of statistical analysis relating to the research hypotheses, results of supplementary analysis of classroom teacher skills and supportive services provided by resource and itinerant teachers, subjective written comments by classroom teachers, and evaluation of the inservice class by participants. Chapter 4 offers findings, conclusions, and recommendations which include: the inservice program was effective in increasing the self confidence of classroom teachers relative to maintaining realistic expectations for their visually handicapped students; the program did not have impact on classroom teacher evaluations of supportive services; and the type of school in which itinerant teachers worked had no effect on self evaluations of itinerant teachers. Appended are sample survey forms, evaluation forms, responses, comments, and tables with statistical data. (SB)

ED218423 CE031213

Morse, David T.

Engine Tune-Up Service. Unit 3: Primary Circuit. Posttests. Automotive Mechanics Curriculum.

Florida State Univ., Tallahassee. Career Education Center.
Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date Aug 78
Note-27p.; For related documents see CE 031 208-222 and CE 033 108-109.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Auto Mechanics; *Electric Batteries; *Electric Circuits; *Engines; Pretests Posttests; *Trade and Industrial Education
Identifiers-*Automotive Tune Up; *Ignition Systems; Primary Ignition Circuit

This book of posttests is designed to accompany the Engine Tune-Up Service Student Guide for Unit 3, Primary Circuit, available separately as CE 031 211. Focus of the posttests is setting the primary ignition circuit. One multiple choice posttest is provided, covering the eight performance objectives contained in the unit. (No answer key is provided.) (YLB)

ED218592 CS006736

Cooper, Lynn A.; Regan, Dennis T.
Attention, Perception, and Intelligence.
Pittsburgh Univ., Pa. Learning Research and Development Center.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-LRDC-1982/1
Pub Date 82
Note-115p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Attention; *Cognitive Processes; *Epistemology; *Intelligence; *Perception; *Psychological Studies; Reading Processes; Reading Research; Synthesis

Prepared as part of a larger work on human intelligence, this report examines basic attentional and perceptual contributions to intelligence. The report is organized into two sections: the first summarizes and evaluates research that has tried to uncover basic information processing skills that account for individual differences in intelligence; the second considers the possibility that more flexible aspects of cognitive functioning might make more substantial contributions to individual differences in intelligence than do basic information processing skills. The report concludes with a general evaluation of the research reviewed and an outline of promising directions for future research in the area. (FL)

ED218757 EA014785

Gotowala, Martin C.

An Organizational Process Intervention for Effective Schooling.

Pub Date Mar 82
Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Change Strategies; *Consultants; Educational Environment; *Educational Planning; Elementary Secondary Education; Institutional Characteristics; Intervention; *Management Teams; *Organizational Development; *Problem Solving; School Effectiveness; Workshops

The involvement of process consultants can ease the development of strategies for increasing school effectiveness. The process consultant does not function as an expert in education, but facilitates development of an effective planning team consisting of the principal and four or five faculty members. The consultant first determines whether the principal and at least half the faculty will commit themselves to the intervention method. Faculty opinions concerning the presence or absence of effective school characteristics in their school are gathered next. In the most critical phase of the intervention, the planning team participates in a 2-day institute during which it analyzes these opinions to identify problems; prioritizes the problem areas; determines what causes the most important problem, whom it affects, whether it relates to school climate or to instructional organization, and what goal the problem prevents the school from attaining; uses force-field analysis to identify factors affecting achievement of the goal; develops objectives and strategies for achieving the goal; and specifies monitoring and evaluation processes. The final phases of the intervention concern obtaining faculty commitment to act on the planning team's decisions, and establishing the role of the consultant in implementing and renewing the process. (PGD)

ED218484 CE032941

Perkins, Allan T.

Applying Instructional Systems Development to On-the-Job Training.

Pub Date 82
Note-33p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Curriculum Development; *Material Development; Military Training; *Models; *On the Job Training; Postsecondary Education; Skill Development; *Systems Approach; Systems Development
Identifiers-Air Force; *Instructional Systems Development Model

Although the Instructional Systems Development (ISD) model, based on behavioral theory, has been in use for several years, especially in military training, applying the systems approach to the curriculum development of on-the-job training material is a new use for it. The ISD model consists of five steps: (1) analyze system requirements; (2) define education/training requirements; (3) develop objectives and tests; (4) plan, develop, and validate training; and (5) conduct and evaluate training. ISD allows for continuing changes in the instructional system to match changes in the operational system shown in the model as a two-way feedback loop which runs between all steps. Changes identified in any step of the model can be compensated for by changing the system where needed. This flexibility, afforded by ISD, coupled with the "front end loading" of basing the whole instructional system on operational requirements, makes on-the-job training programs uniquely practical and economic. (The author illustrates the use of the ISD model for curriculum development of on-the-job training materials through the development of the Qualification Training Package.) (KC)

ED218547 CG016047

Abolition of the Office of Juvenile Justice and Delinquency Prevention. Hearing before the Subcommittee on Juvenile Justice of the Committee on the Judiciary, United States Senate, Ninety-Seventh Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

Report No-J-97-8

Pub Date 1 Apr 81

Note-214p.; Paper copy not available due to small print in original document.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adolescents; Budgeting; *Crime Prevention; *Delinquency Prevention; Drug Abuse; *Federal Programs; Hearings; *Program Effectiveness; *Program Evaluation; State Programs; Violence; Youth Problems

Identifiers-*Juvenile Justice System

These proceedings of the Subcommittee on Juvenile Justice deal with the proposed abolition of the Office of Juvenile Justice and Delinquency Prevention, which was marked for elimination in the proposed budget of the Justice Department. Testimony is presented that supports retention of this office along with the comments of senators, police and safety officials, and other legal officials. The effectiveness of the Juvenile Justice system is discussed and various state and federal programs are described. Prepared statements of a number of organizations supporting the Office of Juvenile Justice are also included in the appendices. (JAC)

ED218570 CG016070

Prouty, Beth N.; Mauger, Paul A.

Race and Type of Death as Factors in the Experience of Bereavement.

Pub Date Mar 82

Note-16p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (28th, New Orleans, LA, March 24-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Affective Measures; Black Attitudes; *Coping; *Death; *Emotional Response; Expectation; *Grief; Interpersonal Relationship; Predictor Variables; *Racial Factors; *Widowed

Recent research suggests that circumstances surrounding the death of a loved one and the characteristics of the survivor may affect the grief reaction. To investigate the effect of race and type of death (sudden or anticipated) on the bereavement experience, a true-false questionnaire and the Grief Experience Inventory were administered to 74 adults who had recently lost a spouse. No significant differences were found between sudden versus lingering death survivors. Differences between black and white participants indicated that in dealing with grief black people were more likely than white persons to use defenses such as denial, repression and rationalization and reported more preoccupation with thoughts of the deceased than did the white subjects. The findings suggest that if these defense mechanisms had not been operating, significant differences on other clinical scales might have been found. (Author/JAC)

ED218654 CS207077

Hillocks, George, Jr., Ed.

The English Curriculum under Fire: What Are the Real Basics?

National Council of Teachers of English, Urbana, Ill.
Report No-ISBN-0-8141-1398-2
Pub Date 82
Note-93p.
Available from-National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL (Stock No. 13982, $5.75 non-member, $5.00 member).
EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Educational Trends; Elementary Secondary Education; *English Curriculum; *English Instruction; Literature; Minimum Competencies; *Public Opinion; Reading Processes; Rhetoric; Writing (Composition); Writing Instruction
Identifiers-*Back to Basics

Addressing the wave of public criticism of the English curriculum, the six articles in this book cite "basics" that are far different from those of the current "back to basics" movement. The first article surveys the nature of the curriculum attacks and suggests why English teachers may be more vulnerable to public criticism than members of other professions, and the second article addresses the essential question of why English teachers teach, defining rhetoric as the center of the language arts and of individual freedom. The third article examines the cry for basics in the teaching of writing and offers four neglected "touchstones" that could improve writing instruction, while the fourth article considers reasons why writing is so difficult for some and offers recommendations for instruction that are useful to both teachers and curriculum designers. The fifth article reviews two of the attempts to return to educational basics since the 1950s, "reexcavating" foundations that reveal the education of the literary imagination as an essential basic to morality and understanding, growth and awareness. The final essay illustrates the unconscious processes, often mistaken for misreadings, that allow children to make reading a deeply personal experience. (HTH)

ED218697 CS503910

Speech Communication Education and Classroom Instruction: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1982 (Vol. 42, Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date 82
Note-8p.; Pages may be marginally legible.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies; *Classroom Communication; Communication Apprehension; *Communication Research; Decision Making; Discussion (Teaching Technique); *Doctoral Dissertations; Elementary Secondary Education; Higher Education; Interaction; Language Skills; *Listening Comprehension; Reading Skills; *Speech Communication; *Speech Instruction; Speech Skills

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The eight titles deal with the following topics: (1) the initiating and responding communication behaviors of primary school students who score high as compared to those who score low on language and reading tests; (2) listening comprehension as a factor in attrition/retention in higher education; (3) the effects of organization, pauses, and questions on college lecture comprehension; (4) the effect of student participation in self-analysis, peer evaluation, model study, and self-analysis and peer evaluation upon speaking skills in the informative speech; (5) the speech content of selected seventh and eighth grade language arts textbooks; (6) the audience sensitivity and rhetorical sensitivity of college basic speech students; (7) a comparison of skills training plus cognitive restructuring, skills training only, cognitive restructuring only, and no systematic treatment in the reduction of trait-like communication apprehension in the classroom setting; and (8) the effect of prediscussion instruction in information processing on perceived quality of decision making, discussion efficiency, and group member satisfaction. (FL)

ED218778 EA014806

Semi-Annual Report to Congress: October 1, 1980-March 31, 1981. (Submitted Pursuant to Public Law 95-452).

Office of Inspector General (ED), Washington, DC.

Pub Date 81

Note-67p.; Page 50 may reproduce poorly due to light print of original document. For related documents, see EA 014 805 and EA 014 807-808.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Crime Prevention; Elementary Secondary Education; Federal Government; *Federal Programs; Graphs; *Inspection; *Investigations; Postsecondary Education; Program Evaluation; Quality Control; Tables (Data)

Identifiers-*Auditors; Department of Education; Fraud; *Office of Inspector General

In four sections, this document reports on the activities of the Office of Inspector General (OIG), which provides audit, investigation, fraud detection and prevention, and certain security services to the U.S. Department of Education. Section 1 presents data on OIG audit activities, money recovered or saved, and the problem of unresolved audits, and also discusses initiatives from the Congress and the Office of Management and Budget for reducing fraud, waste, and mismanagement in federal programs. In section 2 the report reviews data on investigation activities and results, and notes several investigations started with other federal departments. OIG fraud control activities are described in section 3, including operating a complaint center, encouraging employee awareness, and developing other projects. Appendices provide data on the Education Department's accounts receivable and list the OIG audits reported. (Author/RW)

ED218840 EC143101

Starks, Joann, Ed.; Garcia-Moya, Rodolfo, Ed.

Summary Proceedings of a Working Institute on Bilingual Special Education (Boulder, Colorado, January 5-8, 1982).

Colorado Univ., Boulder. BUENO Center for Multicultural Education.
Pub Date Jan 82
Note-152p.; Print is poor in parts.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Bilingual Education; *Disabilities; Elementary Secondary Education; Institutes (Training Programs); *Intervention; Needs Assessment; Parent Attitudes; Preschool Education; *Professional Education; *Program Development; Records (Forms); *Research Needs; Staff Development

The document summarizes proceedings of the working institute which focused on bilingual special education in the areas of training, research, and project management. An initial section contains general session papers with the following titles and authors: "Clarification of Past and Future Bilingual Special Education Training Needs and the Development of a Plan of Action" (H. Grossman); "Bilingual Special Education Research Needs--The Development and Implementation of a Proactive Research Effort" (A. Prieto); "Decision Making and Problem Solving with Parents of Linguistically Different Handicapped Children" (P. Chinn); and "Program Development/Management and Problem Solving Strategies" (A. Gromfin). A review of work sessions which considered action plans on such topics as student recruitment and program enhancement. Among the research sessions information are papers titled: "Efficacy of INREAL (INclass REActive Language) Intervention for Preschool and Kindergarten Language Handicapped and Bilingual (Spanish) Children" (R. Weiss); "Bilingual Special Education Programs--A National Needs Study" (G. McLean); and "What Hispanic Educators, Counselors, Psychologists, and Parents Believe Others Should Know about the Hispanic Culture in Order to Work More Effectively with Hispanic Students and Their Parents" (H. Grossman). Panel presentations on community/agency and public school concerns in bilingual special education personnel presentation are considered, and process analysts' reports on the institute are offered. A final section briefly summarizes the institute evaluation. Appended materials include the Institute Agenda, a list of participants, sample work session handouts, project abstracts, and supplemental handouts. (SB)

ED218884 EC143149

Marlowe, Mike; Errera, John

Low Lead Levels and Behavior Problems in Children.

Pub Date Apr 82

Note-27p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session T-10).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Aggression; *Behavior Problems; *Behavior Rating Scales; Elementary Education; Interpersonal Competence; *Lead Poisoning; Maturity (Individuals)

To investigate the relationship between lead levels and behavioral problems in children, hair lead levels were compared in a group of children (N=26, mean age 10.73) judged by teachers to have behavioral problems with a control group (N=29, mean age 8.68) judged not to have behavioral problems. There were no significant differences between groups in socioeconomic status, sex, or ethnic group distributions. Each child was rated by his/her teacher on the Walker Problem Behavior Identification Checklist (WPBIC). Behavior problem Ss had significantly higher hair lead levels, and lead correlated significantly and positively with the WPBIC scales measuring distractibility, aggression, disturbed peer relations, and immaturity. (Author/CL)

ED218909 EC143182

Presley, Priscilla Henshaw

Teacher Burnout in Special Education--Myth or Reality?

Pub Date Apr 82

Note-23p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session Th-74).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disabilities; Elementary Secondary Education; Incidence; Intervention; *Job Satisfaction; *Special Education Teachers; *Teacher Burnout; Teacher Characteristics; *Teacher Morale

Special education teachers (N=405) were surveyed on the Maslach Burnout Inventory (MBI) to determine the existence of teacher burnout. Ninety-one percent (371) of the respondents were classified as not burned out. Thirty-four (8.4%) were classified as burned out, a lower percentage than for other types of teachers. Findings suggested that possibly one-third to one-half the Ss may be rapidly approaching burnout as measured in terms of emotional exhaustion, depersonalization, and low feelings of personal accomplishment. Demographic data appeared to be relatively poor predictors of burnout. Seventy-five percent of the teachers knew one to ten or more persons who had dropped out of special education. Symptoms of burnout and suggestions for remediation are included. (CL)

ED218931 FL012991

Hart, Robert

Language Study and the PLATO System.

Illinois Univ., Urbana. Language Learning Lab.

Pub Date 81

Note-24p.

Available from-Not available separately, see FL 012 990.

Document Not Available from EDRS.

Descriptors-*College Second Language Programs; *Computer Assisted Instruction; *Computer Managed Instruction; Computer Programs; Data Collection; Educational Administration; Educational Innovation; Educational Technology; Higher Education; Input Output Devices; *Instructional Design; Instructional Development; Material Development; Online Systems; Programed Instructional Materials; Program Evaluation; *Programing Languages; Research Tools; Second Language Instruction; Teacher Developed Materials; Teaching Methods

Identifiers-*PLATO IV; TUTOR Programing Language; University of Illinois Urbana Champaign

Technical aspects of the PLATO system, the language work done on PLATO thus far (specifically in foreign languages), and areas for further research in computer-based language instruction are reviewed. PLATO-IV, designed and implemented by the Computer-Based Educational Research Laboratory of the University of Illinois at Urbana-Champaign, is unusual in being a large interactive system designed solely for instructional use. On-line management and administration of instruction with PLATO-IV has been accomplished by group files and router files, which respond to an increasing need for centralizing instructional sequencing logic. Additional management developments include an instructional management software product called "PLATO Learning Management," developed by Control Data Corporation; various PLATO on-line communications facilities that aid in course administration; and site-management software available with PLATO IV. The only programming language available for interactive use on PLATO IV is TUTOR. Another valuable contribution to language instruction is the TUTOR "answer judging" algorithm. TUTOR has evolved a set of file and database manipulation capabilities and also offers a built-in data collection system. PLATO-compatible micro-processors exist in the form of several intelligent terminals. Most PLATO language materials have been developed by practicing language teachers. Examples of PLATO-based curricula developed for a number of languages are identified. After considering techniques for presenting a single topic through PLATO-based language instruction and evaluation needs for computer materials, attention is directed to future directions, including intelligent processing of grammar and meaning and assessment of grammar competence. (SW)

ED218968 FL013066

Barnes, Gregory A.

Communication Skills for the Foreign-Born Professional.

Report No-ISBN-0-89495-013-4
Pub Date 82
Note-198p.
Available from-ISI Press, 3501 Market Street, University City Science Center, Philadelphia, PA 19104 ($18.95, hardcover, $13.95, paper in the U.S.; $21.95 and $16.95 in other countries).

Document Not Available from EDRS.

Descriptors-Adults; *Communication Skills; *English (Second Language); *Foreign Nationals; Grammar; *Nonverbal Communication; Professional Development; *Reading Skills; Rhetoric; *Speech Communication; Technical Writing; Writing (Composition)

A book is presented that is intended to facilitate mastery of English as a second language by foreign-born professionals who are working and competing in the United States or English-speaking regions of Canada. The text rests on two assumptions: first, that its readers are prepared to improve their linguistic skills on their own, and secondly that the professional person needs more intensive learning about communication (nonverbal as well as verbal) than is recognized in existing texts. The book is divided into four sections as follows: (1) aspects of verbal and non-verbal communication, grouped under rules for social behavior, public speaking, and oral presentations; (2) reading effectively in English, including discussions of practical applications of reading theory, techniques for catching writers' signals, active reading, and means of reducing material to its core; (3) the basic principles of written English, that is, the three-part composition, rhetorical modes, and coherence and control; and (4) a set of guidelines for writing professional papers that include standard forms, objectivity, visual materials in reports, and papers and publications. Three appendices include student exercises; an outline of manuscript conventions, spelling, and punctuation; and a grammar handbook. Each section contains a list of suggested readings. (AMH)

ED218424 CE031214

Bacon, E. Miles

Engine Tune-Up Service. Unit 4: Secondary Circuit. Student Guide. Automotive Mechanics Curriculum.

Florida State Univ., Tallahassee. Career Education Center.
Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date Apr 78
Note-205p.; For related documents see CE 031 208-222 and CE 033 108-109.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Auto Mechanics; Behavioral Objectives; Electric Batteries; *Electric Circuits; *Engines; Instructional Materials; Learning Activities; Postsecondary Education; Secondary Education; Study Guides; *Trade and Industrial Education
Identifiers-*Automotive Tune Up; *Ignition Systems; Secondary Ignition Circuit

This student guide is for Unit 4, Secondary Circuit, in the Engine Tune-Up Service portion of the Automotive Mechanics Curriculum. It deals with how to test and service the secondary ignition circuit. A companion review exercise book and posttests are available separately as CE 031 215-216. An introduction tells how this unit fits into the total tune-up service, defines new terms, and provides work activities on the introductory information. Seven performance objectives are covered: inspect and replace ignition wires, cap, and rotor; remove, clean, gap, and install spark plugs; analyze engine performance; perform a cylinder power balance test; perform a cylinder leakage test; perform a cylinder compression test; and test and repair transistor ignition system. Each objective is addressed in a separate section that includes these materials: introduction to the performance objective, performance checklist, list of tools and equipment needed to do the work activities for this performance objective, reading list, information sheets, and work activities that give hands-on practice in doing one part of the performance objective. (YLB)

ED218446 CE031888

Rosove, Bruce; Hawkins, Keira

PLACE: Guided Steps to Employment Readiness. Sourcebook on the World of Work. Part D: Doing Well on the Job.

Canada Employment and Immigration Commission, Ottawa (Ontario). Occupational and Career Analysis and Development Branch.

Report No-CEIC-WH-7-002E
Pub Date 80
Note-92p.; For related documents see CE 031 882-890.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adults; Career Counseling; Career Education; *Communication (Thought Transfer); *Employee Attitudes; Employment Potential; Employment Problems; Employment Qualifications; Employment Services; Guidelines; *Human Relations; *Hygiene; Information Sources; Interpersonal Competence; Interpersonal Relationship; Problem Solving; Resource Materials; Resources; *Work Attitudes
Identifiers-Canada; *PLACE (Program)

This PLACE Sourcebook on the World of Work provides clients in employment counseling with information about occupations, the norms of the labor market, and sources that clients can consult to find additional information on the part of PLACE related to doing well on the job. For each employment-related topic in the corresponding Workbook (CE 031 887) there is a section in the Sourcebook that clients can read to analyze the nature of employment requirements for that topic. The Sourcebook can also be used by clients to find out what is meant by questions in the workbook to determine how they should be answered. It sets forth those skills or resources that must be obtained to overcome each employment problem. Topics covered include looking and acting the part (appearance, timekeeping, and following company policies), meeting work standards (work methods and care of equipment and materials), working with people (communications skills and human relations skills), and showing initiative. (YLB)

ED218466 CE032555

Clayton, Gary E.

Worker Productivity: A Challenge for Voc Ed. Information Series No. 235.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date Jan 82
Contract No-300-78-0032

Note-34p.
Available from-National Center Publications, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (IN-235, $3.75; quantity discounts available).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Education Work Relationship; Human Capital; Job Enrichment; Management by Objectives; Motivation; *Motivation Techniques; Postsecondary Education; *Productivity; *School Role; Secondary Education; *Vocational Education

The purpose of this paper is to assist vocational educators at all levels as they make long-range plans and policies that have an impact on vocational education programs and their relationship to worker productivity. In the first section a study of worker productivity analyzes trends and then measures and analyzes the determinants of productivity. The three main inputs--physical capital, natural resources, and labor--are briefly discussed. Other factors that influence the mix of inputs are also considered. The second section identifies a number of strategies for improving the quantity and quality of worker productivity. These include self-motivation and management tools for making labor more productive such as motivation techniques, management by objectives, job enlargement and enrichment, flexible working hours, and quality control circles. The role of vocational education in increasing worker productivity is discussed in terms of (1) planning programs based on emerging patterns related to the way in which workers change jobs and occupations, (2) enriching the quality of human capital, and (3) providing entry-level skills for new or emerging occupations through expanded and relevant program content. (YLB)

ED218613 CS206941

Picard, Robert G.

Democratic Socialism: Toward a Fifth Theory of the Press.

Pub Date Jul 82

Note-24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Democracy; Developed Nations; *Economic Factors; Freedom of Speech; *Government Role; Information Sources; Journalism; *Newspapers; News Reporting; *Social Influences; *Theories

Identifiers-*Democratic Socialism; Media Ownership; *Media Role

For more than 25 years, the "four theories" paradigm has been dominant in the study of the relationships among the press, society, and the state. Asserting that the major approaches to such study are the libertarian, social responsibility, authoritarian, and Soviet/communist theories, this paradigm fails to account for economic and social pressures that have led to a decline in newspaper plurality and opinions available in Western democratic societies. A new theory has recently emerged to fill this gap. The theory, which arose from democratic socialist ideology, holds that state intervention in the structure and operation of the press should be encouraged to counteract effects of private control and to support the role of the press in the democratic process by promoting democratic control, as well as unit, communicator, and message plurality in the press. The theory proposes alternative ownership and management forms that would make the press public utilities to be used as tools by people to disseminate their aspirations, ideas, and opinions. The theory is based on the belief that freedom of the press is a right accorded citizens in a democracy and not a privilege reserved only to those who own or control the media. The theory holds that economic and social pressures on the press must be eased if press freedom is to be preserved. (FL)

ED218718 EA014728

Duke, Daniel L.; Seidman, William

Are Public Schools Organized to Minimize Behavior Problems?

Association for Supervision and Curriculum Development, Alexandria, Va.
Spons Agency-Department of Education, Washington, D.C. Teacher Corps.

Pub Date 82
Note-23p.; Chapter 8 of "Helping Teachers Manage Classrooms" (EA 014 720). For related documents, see EA 014 720-728.
Available from-Not available separately; see EA 014 720.
Document Not Available from EDRS.
Descriptors-Behavior Problems; Educational Objectives; Elementary Secondary Education; *Institutional Characteristics; Organizational Change; Organizational Effectiveness; Organizational Objectives; *School Organization; *Student Behavior; *Student School Relationship
Identifiers-*Rules and Regulations

The organizational characteristics of schools can be extremely important influences on student behavior, and student behavior problems can be reduced through organizational change. Organizations can be held to consist of objectives, processes for achieving those objectives, and structures for carrying out those processes. The term "organizational characteristic" refers to any dimension of organizational structure. Five significant organizational characteristics of schools relate to size of work units, assignment of tasks, allocation of resources, authority structure, and control mechanisms. Of six representative behavior-oriented objectives toward which schools are geared, the most important is maximizing student acceptance of school and classroom rules. The five secondary objectives include reducing student victimization, encouraging development of good interpersonal skills among students, enhancing student self-esteem, ensuring acquisition of basic skills, and maximizing the likelihood that all students will graduate. This chapter of "Helping Teachers Manage Classrooms" discusses the relationships between these organizational structural characteristics and the objectives they are intended to support, citing the relevant literature the while. (Author/PGD)

ED218818 EC142770

Sullivan, Mary Beth; And Others

Disabled Children and Their Families: The Impact of Public Law 94-142. Revised Final Report--Year I.

Cambridge Workshop, Inc., Belmont, MA.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date Feb 80
Contract No-300-78-0463
Note-152p.; For related document, see EC 142 769.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Case Studies; *Compliance (Legal); *Disabilities; Due Process; Elementary Secondary Education; *Federal Legislation; Individualized Education Programs; Mainstreaming; *Parent Attitudes; Parent Participation; *Parent School Relationship; Student Evaluation
Identifiers-Education for All Handicapped Children Act

The report details the case studies of six families with disabled children, ranging in age from 6 to 18 years, as part of a study to investigate the impact of P.L. 94-142 (the Education for All Handicapped Children Act). An introduction points out that a naturalistic case study approach was used to address the parents experiences with P.L. 94-142, as well as the Massachusetts special education law, Chapter 766. Case studies make up the bulk of the document with excerpts given from tape recorded interviews. Among the topics touched on are the mainstreaming of a developmentally disabled child, the parent as advocate, the inefficiency of the process in implementing a disabled boy's individualized education program (IEP), use of the court to obtain proper school services for a neurologically handicapped child, the IEP team meeting, and parent involvement in development of the IEP. Parents' experiences are analyzed in terms of five provisions of the law: protection in evaluation procedures, the IEP, the least restrictive environment, due process, and parental involvement. Noted among findings are that parents are often excluded from the evaluation process, parents report intimidation and poor parent-professional communication during the IEP meeting, parents generally have low confidence in the classroom teacher's competence with regard to mainstreaming, parents likely to exercise due process are emotionally capable of coping with a lengthy battle with the school system and have an adequate understanding of their rights under the law, and parents are rarely valued as partners in the planning of their children's programs. (SB)

ED218989 HE015140

Stout, Nancy L.; Krulwich, Maxine T.
Hearing Impaired Students in Postsecondary Education.
American Council on Education, Washington, DC. HEATH/Closer Look Resource Center.
Spons Agency-Department of Education, Washington, DC.
Pub Date Mar 82
Contract No-300-80-0857
Note-10p.
Available from-HEATH Resource Center, One Dupont Circle, Washington, DC 20036.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Accessibility (for Disabled); *College Students; *Communication (Thought Transfer); Deaf Interpreting; Deafness; Hearing Aids; *Hearing Impairments; Higher Education; *Mainstreaming; Manual Communication; Oral Communication Method; Partial Hearing; Remedial Programs; Sensory Aids; Special Programs; *Special Schools; Student College Relationship; Student Needs; Total Communication; Tutors
Identifiers-Gallaudet College DC; National Technical Institute for the Deaf

A fact sheet is presented for hearing impaired students and those who work with them in schools and colleges. Attention is directed to: definitions of relevant terms; postsecondary education options for students; suggestions for students, faculty, and services providers; and reading and resource materials. It is suggested that hearing loss is a complex disability. Hearing impaired describes people with all types of hearing disabilities, ranging from a very slight loss to profound deafness. Those who have a defect in their hearing but are functional for ordinary life purposes, usually with the help of a hearing aid, are referred to as "hard of hearing," while deafness is a condition in which perceivable sounds have no meaning for ordinary life purposes, even with the help of a hearing aid. Age of onset of hearing loss refers to the time at which the hearing loss occurred, which often determines the type of support services the individual student will need in order to succeed. Attention is directed to persons who are pre-lingually deafened, post-lingually deafened, and pre-vocationally deafened. Communication methods include the oral approach, the manual approach, and total communication. Postsecondary education options are as follows: federally-supported Gallaudet College in Washington, DC; and the National Technical Institute for the Deaf at Rochester Institute of Technology in Rochester, NY; a separate program for hearing impaired students on the campus of a hearing college; or a mainstreamed program in a setting with mostly hearing students. Special support services include: interpreter services, notetaker/tutor, remedial programs, and aids and devices. The faculty and administration are responsible for making postsecondary programs accessible to hearing impaired students. (SW)

ED218526 CE033221

Tindall, Lloyd W.; And Others

Vocational Education Models for Linking Agencies Serving the Handicapped. Model Development Report.

Wisconsin Univ., Madison. Wisconsin Vocational Studies Center.
Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.
Pub Date Jan 82
Contract No-300-79-0671
Note-146p.; For related documents see CE 033 220, ED 215 089-090, and ED 215 097.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Agency Cooperation; Career Education; Delivery Systems; Demonstration Programs; *Disabilities; Financial Support; Instructional Materials; Learning Modules; *Linking Agents; Material Development; *Models; *Program Development; Program Evaluation; Resources; School Districts; Services; Special Education; State Agencies; Statewide Planning; *Vocational Education; Vocational Rehabilitation
Identifiers-Maryland; New Jersey; Virginia

Three states--Maryland, New Jersey, and Virginia--served as model states for a project on vocational education models for linking agencies serving the handicapped. Using a multi-agency team with members representing vocational education, special education, rehabilitation, guidance, and other agencies at the state level, each state developed a state interagency linkage model. The Maryland model for establishing and improving interagency linkages is based on a manual entitled "Cooperative Planning for the Handicapped; Resource Manual." In addition, the Maryland model includes a series of 13 learning modules that provide vocational teachers with training about the educational needs of handicapped students. Designed to provide a framework for local agency representatives to use when establishing and implementing cooperative agreements, the New Jersey model places major emphasis at the county-local level. The following six major areas were addressed by developers of the New Jersey model: vocational education, health, skill development, transportation, job placement, and support services. The Virginia model involves formal written agreements developed between the Department of Education and the Department of Rehabilitative Services in the following areas: vocational education, special education, and rehabilitative services. (MN)

ED218571 CG016071

Martinson, Floyd M.

Family Intimacy and Affection: A Sociology of Positive Affect.

Pub Date Oct 81

Note-45p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Milwaukee, WI, October 13-17, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Affection; *Affective Behavior; Empathy; Family Life; *Family Relationship; *Interaction; Literature Reviews; *Nuclear Family; *Psychological Needs; Sexuality; Siblings; Social Values; Sociology

Identifiers-*Intimacy

This paper deals with aspects of positive family affect in intimate family relationships such as: (1) the nuclear family of orientation, including the child-parent subgroup and the sibling subgroup; (2) the nuclear family of procreation, including the marital subgroup and parent-child subgroup; and (3) the dating relationship. Interpersonal intimacy is defined in terms of cultural norms and values. College level texts dealing with family sociology are analyzed in detail to determine their treatment of family relationship types. The paper traces the passage of an individual's ego through nuclear family relationships using a modified traditional family life cycle. Intimate/affectionate interaction in each of the family subgroups is also discussed. (JAC)

ED218593 CS006737

Edyburn, Dave Lee

The Effects of Two Levels of Microcomputer Graphics on Reading Comprehension.

Pub Date 82

Note-52p.; M.S. Thesis, Illinois State University.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Computer Assisted Instruction; *Computer Graphics; Grade 7; Junior High Schools; *Microcomputers; *Reading Comprehension; Reading Instruction; *Reading Research; *Student Attitudes

To gain insight into the relationship between computer graphics (computer generated visuals used for the purpose of illustrating text) and computer assisted instruction (CAI), a study examined the effects of two levels of microcomputer graphics on three measures of reading comprehension using a teacher made CAI reading program. Subjects included seventh grade students who were randomly assigned to one of two groups. Prior to the day of the experiment, students completed a scale to identify their attitudes toward computers and CAI. The treatment consisted of a textual selection programed for use on the TRS-80 color computer. All students read the identical selection as presented by the microcomputer. However, one program utilized computer graphics, whereas the other simply presented the text on the screen for the student to read. After the treatment, students were given a paper and pencil comprehension test on the reading selection and a postinstructional attitude scale. Results indicated that students using a CAI reading program with graphics did not show a greater increase in reading comprehension. Small negative correlations between the scores on the comprehension test together with treatment and with time suggest that the graphics had a slightly negative effect on the students' comprehension of the reading selection. However, the students who used the reading program with graphics showed a more favorable attitude toward CAI. (Author/HOD)

ED218634 CS207034

Deskins, Lucinda E.

UNESCO's Proposal to License Journalists: Protection vs. Control.

Pub Date Jul 82
Note-27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Developing Nations; Foreign Countries; *Freedom of Speech; Government Role; Journalism; *News Media; *News Reporting
Identifiers-*Journalism Licensing; UNESCO; World Information Order

Unesco's proposal to license journalists would entail setting certain criteria for all reporters to follow in their foreign and domestic stories, in return for which, licensed journalists would be protected from government harassment or harm. The proposal, which greatly disturbs journalists from Western nations, is an effort by Third World countries to correct what they believe is an imbalance in the flow and quality of Western media coverage of Third World news. Developmental journalism embodies the conviction that the media have a duty to the state that comes before any duty to their own freedom or independence from the state. Two basic differences for licensing are related to the political backgrounds of the countries in which it already exists: Those in which it keeps the government separate from the reporters and maintains high journalistic standards are democratic countries, whereas those in which the licensing seems to enforce government control are authoritarian nations. Because there is a definite split in beliefs as to how the world news should be reported, there are pros and cons that keep recurring in the licensing issue, underneath which lies one dominant obstacle--the countries of the world are so vastly different in development, politics, economics, and cultures, that no one set of regulations or code of ethics is ever going to be acceptable to all journalists or all countries. It is also clear that no one country or group of countries should have to live under another's standards. (HTH)

ED218676 CS207127

Russell, David R.

A Technique for Teaching Exposition: Medieval and Modern.

Pub Date Apr 82

Note-10p.; Paper presented at the Meeting of the Oklahoma Council of Teachers of English (Stillwater, OK, April 16-17, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Critical Reading; Critical Thinking; Higher Education; *Models; *Persuasive Discourse; *Teaching Methods; *Writing Exercises; *Writing Instruction; *Writing Skills

A technique sometimes known as patterned prose or case book exposition is an effective way to improve student writing while also holding their interest. It may also help solve a problem pointed to by the National Assessment of Educational Progress (NAEP): students' inability to think about what they read. The technique is simple. The teacher chooses the question, provides the information, and specifies the forms of the students' persuasive essays. First students are given an information sheet with a question and a series of quotations from authorities, some positive and some negative. Next they are presented with a model essay whose various parts--title, thesis, evidence, transitions, and conclusion--are outlined in the left margin. Students then write essays based on this model, refining the process as they progress. This kind of activity is as old as the western university: "quaestiones disputatae" have worked for 700 years, which is a good reason to try them again. The "Congressional Digest" and "The Reference Shelf" are good information resources for this technique. (JL)

ED218738 EA014749

McKibbin, Sue, Ed.; Malkas, Mark, Ed.

Dissemination and School Improvement in Educational Organizations.

Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Feb 82
Contract No-400-80-0103
Note-138p.; For related documents, see ED 171 273 and EA 014 745-748.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Agency Role; *College Role; Colleges; *Educational Improvement; Educational Research; *Education Service Centers; Elementary Secondary Education; *Information Dissemination; Information Utilization; Intermediate Administrative Units; Public Agencies; *Research and Development Centers; School Districts; *State Departments of Education

Updating a 1978 literature review, this document assembles five articles analyzing recent research on how various types of educational agencies disseminate information for school improvement. Each article summarizes literature relevant to one type of educational agency, discusses interrelationships among the research findings, and assesses the implications for federal policy and further research. In the first article, Michael Fullan synthesizes recent findings on local educational agencies' use of external resources to improve schools and suggests four types of needed research. David Clark analyzes reports on the role played in school improvement by schools, colleges, and departments of education within institutions of higher education, and calls for further descriptive and evaluative data. In the third article, Carolyn Moran and Larry Hutchins examine educational service agencies (including "intermediate" and "regional" service centers) and ponder the implications of federal funding cutbacks. Regional education laboratories and university centers are covered by Leslie Salmon-Cox, who recommends continued support for these research and development agencies. Finally, Henry M. Brickell raises questions about the role of state departments of education in future dissemination and school improvements efforts. (Author/RW)

ED218863 EC143128

Cage, Bob N.

Teaching by Learning Styles: A Viable Alternative for Academically Gifted Students.

Pub Date 13 Feb 82

Note-23p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, February, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement; *Academically Gifted; Academic Aptitude; *Cognitive Style; Intermediate Grades; Self Concept; *Study Habits

The study explored the relationship among learning style, self report or self concept, academic achievement, and academic aptitude of 60 academically gifted fourth, fifth, and sixth graders. Ss were administered the Learning Style Inventory, Piers-Harris Self-Concept Scale, California Achievement Test, and California Short Form of Academic Aptitude. The investigation suggested that more common variance in achievement can be accounted for by a combination of learning style variables with self concept alone; and that controlling for cognitive aptitude, in addition to self concept, does not significantly enhance the relationship. Sixty percent (N=36) of Ss preferred not to study in late morning; none of these 36 Ss preferred to study in the morning; 12 preferred the afternoon; and the remainder were indifferent to the time of day for studying. Tables with statistical data are appended. (SB)

ED218885 EC143150

DeFrances, Janice; And Others

The Effect of Bibliotherapy and Videotaping Techniques on Collective and Self-Concept Formation in Behaviorally Disordered Youth.

Pub Date Apr 82

Note-59p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session T-11).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Behavior Problems; *Bibliotherapy; *Self Concept; *Videotape Recordings

The effect of bibliotherapy, videotaping, and bibliotherapy combined with videotaping techniques on the self concept of 33 behaviorally disordered adolescent males was examined. Analysis of pre- and posttest scores of the Self Observation Scale (SOS) indicated no significant difference between the treatment groups and control groups on any of the posttest SOS scales. Results failed to demonstrate any significant effect on collective and self concept formation by utilizing the designated techniques. However, observable behavioral changes were noted by researchers for all three experimental groups. (Author/CL)

ED218910 EC143192

Miller, Maurice; Loukellis, Irene

Assessments of Rural Elementary Students' Attitudes toward the Handicapped.

Pub Date 15 Apr 82

Note-23p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session Th-B4). Funds for this project were provided by the Special Education Endowments Committee, Fannie Blumberg Fund, Indiana State University.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences; *Attitude Measures; *Disabilities; Elementary Education; Hearing Impairments; Learning Disabilities; Mental Retardation; Physical Disabilities; *Rural Youth; Sex Differences; *Student Attitudes; Test Reliability; Visual Impairments

Identifiers-*Scale of Childrens Attitudes Toward Handicaps

A revised form of the Scale of Children's Attitudes Toward Handicaps (SCATE), which provides a breakdown of attitudes toward specific disabilities, was administered to 332 children in grades 2 through 6. The SCATE was shown to be reliable. The ranking of most positive attitudes to least was: nonhandicapped, learning disabled, hearing impaired, visually impaired, physically handicapped, and mentally retarded. Differences in rankings across grades were significant only for the visually impaired and learning disability categories, with fourth grade lowest for each. Other results included that females scored significantly more positively for all categories except learning disabilities. (The scale is appended.) (CL)

ED218948 FL013009

Alexander, Clare

English for Specific Purposes: A Case Study in an Industrial Setting.

Pub Date 82

Note-95p.; M.A. Thesis, Hunter College, The City University of New York.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adult Education; Communication Skills; Course Content; *English for Special Purposes; *Fashion Industry; *Industrial Training; Instructional Materials; Job Performance; *Sewing Machine Operators; Staff Development; Student Evaluation; Teaching Methods

A course outline and sample materials for a course in English for garment workshop employees in New York are presented, and theoretical considerations in establishing an English for specific purposes (ESP) course are explored. Attention is directed to the needs analysis process undertaken in the garment industry. Specifically, ESP is used to mean English for occupational purposes for students who are working in the industrial setting. The ESP course is limited in terms of content; only certain of the basic skills (reading, writing, listening, speaking) may be emphasized; only relevant vocabulary, grammar, and functions are selected; only suitable themes and topics are chosen; and only the necessary communicative needs are selected. Background information is provided on the working situation in the industry, and guidelines are presented on approaches to collecting the kind of information needed for writing an English language program. An outline is presented of functional teaching materials for 80 classroom hours with elementary immigrant learners, along with suggestions for teaching methodology and evaluation of student progress. Additional topics include the syllabus developed by the National Centre for Industrial Language Training, Southall, London, England; an adaptation of Jupp and Hodlin's syllabus; and application of Munby's Communicative Needs Processor. (SW)

ED218485 CE033102

Kozak, Michael R.; and Others

Identification and Validation of Professional and Technical Competencies for Industrial Arts Teacher Education of Texas. A Research Project in Vocational Education. Final Report.

North Texas State Univ., Denton. Div. of Industrial Arts.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date 30 Jun 82

Note-118p.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Competence; *Competency Based Teacher Education; Guidelines; Higher Education; *Industrial Arts; *Industrial Arts Teachers; *Job Skills; *Program Development; Secondary Education; State Boards of Education; State Curriculum Guides; State Standards; Teacher Education; Testing; *Testing Programs; Validity; Workshops

Identifiers-*Texas

A project was undertaken to develop a catalog of professional and technical competencies needed by a teacher to teach all areas of industrial arts given in the Texas State Board of Education-approved revised curriculum as well as to define and recommend guidelines for implementation of competency testing for industrial arts. Following a research effort involving a computer search and contact with industrial arts faculty of North Texas State University, an initial catalog of competencies was developed. The competencies were classified as either professional industrial arts competencies or technical competencies (visual communications technology, energy/power technology, and production technology). Following validation of the initial catalog by members of the State Jury, a revised catalog was written and validated during a 3-day workshop. Also developed during the workshop were a series of guidelines for implementing competency testing for industrial arts. These recommendations included calls for development of a general education test and an industrial arts examination by and for the state of Texas and for field testing the competencies to reconfirm their validity. (The complete catalog of competencies and list of recommendations are included in the report.) (MN)

ED218507 CE033161

Humphries, Michael; And Others

Loud and Clear? Summary of a Study of Curriculum Dissemination in Further and Higher Education. Project Report 3: Summary.

Further Education Curriculum Review and Development, London (England).

Pub Date Jan 80

Note-76p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Curriculum Development; Educational Resources; Higher Education; *Information Dissemination; *Information Networks; *Information Utilization; Postsecondary Education; Systems Approach; Teaching Methods

Identifiers-*Great Britain

A study was conducted in Great Britain to review the means by which teachers of Further and Higher Education (FE/HE) keep in touch with (1) developments in their course area; (2) experimentation and innovation in curriculum design; (3) alternative teaching approaches; (4) learning resources; and (5) other sources of professional information. Information on types of disseminated material, modes of dissemination, and the apparent effectiveness of dissemination was gathered through a mailed questionnaire to a cross section of staff in FE/HE institutions in England and Wales, with 1,000 usable responses received; and through a case study at a large technical college. Data gathered identified six major issues; namely, the constance of change, the design of messages, the distribution networks, the facilitation of message interpretation, and the need for a coordinating system. The study concluded that since curriculum change must now be regarded as the norm, a much more systematic approach to the processes of curriculum dissemination is necessary, rather than the informal, often employed, or non-existent "systems" now in place. (KC)

ED218548 CG016048

Cooney, Sondra; And Others

Directory of In-School Alternatives to Suspension.

J W K International Corp., Annandale, Va.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Sep 81

Contract No-400-78-0067

Note-141p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Counseling Techniques; *Discipline Policy; *Educational Innovation; Elementary Secondary Education; *Nontraditional Education; Problem Children; Program Descriptions; *Psychoeducational Methods; Pupil Personnel Services; Pupil Personnel Workers; *School Counseling; Student School Relationship; *Suspension

Identifiers-*In School Suspension

This directory is a by-product of a study to meet the needs of educators for information on suspension alternatives. The materials, which do not evaluate or identify exemplary programs, describe operating procedures, identify persons who may be contacted for more information, and provide program information based on descriptions submitted by program staff members. In addition, general program types and program activities are described. Suggestions from program personnel about planning disciplinary alternative programs are listed. Problems encountered in these programs are noted and key elements of successful programs are described. Program descriptions from 29 states are presented in detail. (JAC)

ED218698 CS503911

Rhetoric and Public Address: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1982 (Vol. 42 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date 82
Note-9p.; Pages may be marginally legible.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies; Case Studies; *Communication Research; Court Litigation; *Discourse Analysis; *Doctoral Dissertations; Feminism; Foreign Countries; Persuasive Discourse; *Political Issues; *Public Speaking; *Rhetoric; Rhetorical Criticism; Social Problems; Speech Communication
Identifiers-*Presidential Campaigns

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 14 titles deal with the following topics: (1) the rhetoric of British Prime Minister Margaret Thatcher; (2) the rhetorical strategies employed in the political speaking of George C. Wallace in the 1968 United States presidential campaign; (3) 65 commencement addresses delivered to women; (4) communication about the Skokie, Illinois, "march" by American Nazis; (5) the rhetoric of accounts; (6) rhetoric and political organizing; (7) the rhetoric of Robert F. Kennedy's 1968 presidential primary campaign; (8) rhetorical visions of Americans and their relation to religious beliefs in the rhetoric of selected 1980 presidential candidates; (9) a rhetorical history of Progressive reformer, Samuel "Golden Rule" Jones; (10) symbolic speech argumentation as applied to "Sword v. Fox"; (11) antibusing and the New Right; (12) the self-defense rhetoric of President Richard Nixon; (13) United States Supreme Court judicial opinions concerning obscenity as rhetorical reconstruction; and (14) the rhetoric antecedent to the women's liberation movement from 1776 to 1850. (FL)

ED218758 EA014786

Parish, Ralph; Arends, Richard I.

Discontinuation of Innovative Programs.

Pub Date Mar 82

Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Role; Change Agents; *Educational Change; Educational Innovation; Elementary Secondary Education; Organizational Climate; Principals; Program Implementation; School Organization; *Teacher Role; Training Methods

Identifiers-National Diffusion Network; *Program Discontinuation; Teacher Autonomy

The results of a study of five midwestern school districts suggest that the abandonment of program innovations or revisions may be related to a lack of understanding of how schools work as social systems and how political processes influence change efforts, as well as a failure to appreciate the many dilemmas facing those who attempt to facilitate school improvement. The study revealed that, in each case, innovative programs were adopted because of political pressures; the assistance and training provided sites by National Diffusion Network facilitators and developers were almost exclusively technical and failed to consider local circumstances; and decisions to discontinue programs were made informally by teachers asserting their autonomy in the classroom. This information about the actors in the implementation process supports the theory that an informal covenant exists concerning the principal's prerogatives and the teacher's role and authority. The researchers conclude that successful implementation efforts must account for several factors: the organizational culture of both the schools and the change agencies involved; the type of training desired by the teachers; the importance of the principal to program adoption and of the teachers to implementation; and the need for adapting programs to local circumstances. (Author/PGD)

ED218779 EA014807

Semi-Annual Report to Congress: April 1, 1981-September 30, 1981. No. 3. (Submitted Pursuant to Public Law 95-452).

Office of Inspector General (ED), Washington, DC.

Pub Date 81

Note-88p.; For related documents, see EA 014 805-806 and EA 014 808.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Crime Prevention; Elementary Secondary Education; Federal Government; *Federal Programs; Graphs; *Inspection; *Investigations; Postsecondary Education; Program Evaluation; Quality Control; Tables (Data)

Identifiers-*Auditors; Fraud

The Office of Inspector General (OIG), mandated to provide audit, investigation, fraud detection and prevention, and some security services to the U.S. Department of Education, presents its third semi-annual report in this document. OIG audit activities are recounted in the first section, which details audit accomplishments and highlights audits of elementary and secondary education programs, vocational education and rehabilitation, financial assistance to higher education students, and Department contracts and grants. The second section presents data on OIG investigation activities, cases referred to the U.S. attorney, updates on previously reported investigations, and matters referred to Education Department officials for administrative action. Section 3 describes fraud control activities, including operation of a complaint center, an awareness project for Department employees, and the Department's Committee on Fraud, Waste and Mismanagement. In the fourth section the document reports on the OIG's review of proposed legislation and regulations, participation in projects under the President's Council on Integrity and Efficiency, staffing, goals for fiscal year 1982, issuance of subpoenas, and processing of General Accounting Office reports for the Department. Appendices list OIG audits for the reporting period. (Author/RW)

ED218798 EA014828

Gottschalk, Rand; And Others

Multi-Site Implementation and Replication of Research Findings: Is the Modified RD&D Model Viable?

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date 1 Oct 81
Grant-ISI-7920576-01
Note-21p.; Paper presented at a meeting of the Evaluation Research Society (Austin, TX, October 1, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adoption (Ideas); Change; Change Strategies; Elementary Secondary Education; Innovation; Program Effectiveness; *Program Implementation
Identifiers-Program Modification; *Program Replication; *Research Development and Dissemination

Described here is a research project being undertaken to address two points: the relationship of the fidelity of program replication to program outcomes at user sites; and the extent to which fidelity can occur in programs with more than a few replicates. The findings will have bearing on the usefulness of the Research, Development, and Diffusion (RD & D) Model, which has been criticized on the grounds that it does not take into account the modification or "reinvention" of programs that occurs when they are replicated at other sites. In the current study, eight programs are being examined--four in education and four in the criminal justice field. Fidelity of replication is to be determined using Hall and Loucks's methods of measuring the number and importance of program components implemented. Data have already been collected by telephone interview with program developers and implementers and will also be gathered during site visitations. The relationship between fidelity and program outcomes will be analyzed using a multiple regression approach. Although the research is at an early stage of data collection, it can already be concluded that specificity in detailing program components is critical in conducting both evaluation and implementation research. (Author/JM)

ED218969 FL013068

Sutton, Donna E., Ed.; Purcell, John M., Ed.

Filling and Fulfilling the Advanced Foreign Language Class. The Foreign & Second Language Educator Series.

Report No-ISBN-0-8384-0625-4

Pub Date 81

Note-172p.

Available from-Heinle & Heinle Publishers, Inc., 51 Sleeper St., Boston, MA 02210 ($8.95).

Document Not Available from EDRS.

Descriptors-*Advanced Courses; Career Guidance; Community Involvement; *Course Content; Cultural Education; Global Approach; Group Activities; Language Enrollment; Language Fluency; Latin; Literature; Secondary Education; *Second Language Instruction; Speech Instruction; Writing (Composition); Writing Instruction

Identifiers-Conversation

Ten readings offering specific suggestions and ideas for teachers of advanced (third year and beyond) foreign language classes include: (1) "Increasing Enrollments in Upper-Level Classes" by Barbara Snyder; (2) "Coping with the Choices" by Donna E. Sutton; (3) "Group Work in Advanced Classes" by Reid E. Baker; (4) "A Situational Approach to Advanced Conversation" by Ralph M. Carter; (5) "Developing Writing and Composition Skills in Advanced Classes" by Diane W. Birckbichler; (6) "Teaching Global Education, Intercultural Communication, Language, and Culture" by Madeline A. Cook; (7) "Teaching Novels and Plays" by John M. Purcell; (8) "Lively Latin Classes: New Approaches on the Upper Levels" by Carolyn Beach White; (9) "Career Education: A Game of Life for the Foreign Language Classroom" by Patricia Breiner Rowe; and (10) "From the Foreign Language Classroom to the Community" by John M. Durden. (EKN)

ED218425 CE031215

Bacon, E. Miles

Engine Tune-up Service. Unit 4: Secondary Circuit. Review Exercise Book. Automotive Mechanics Curriculum.

Florida State Univ., Tallahassee. Career Education Center.
Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date Apr 78
Note-122p.; For related documents see CE 031 208-222 and CE 033 108-109.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Auto Mechanics; Check Lists; Electric Batteries; *Electric Circuits; *Engines; Evaluation Criteria; Postsecondary Education; Pretests Posttests; Review (Reexamination); Secondary Education; Study Guides; *Trade and Industrial Education

Identifiers-*Automotive Tune Up; *Ignition Systems; Secondary Ignition Circuit

This book of pretests and review exercises is designed to accompany the Engine Tune-Up Service Student Guide for Unit 4, Secondary Circuit, available separately as CE 031 214. Focus of the exercises and pretests is testing and servicing the secondary ignition circuit. Pretests and performance checklists are provided for each of the seven performance objectives contained in the unit. There are 22 review exercises that are short check-ups to let the student know how well she/he has learned the material for one or more work activities covered in the Student Guide. Answers to all of the exercises are found at the back of the book. (YLB)

ED218447 CE031889

Rosove, Bruce; And Others

PLACE: Guided Steps to Employment Readiness. Workbook. Part E: Personal Needs

Canada Employment and Immigration Commission, Ottawa (Ontario). Occupational and Career Analysis and Development Branch.

Report No-CEIC-WH-7-032E

Pub Date 80

Note-28p.; For related documents see CE 031 882-890.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Day Care; Adults; Career Counseling; Career Education; Day Care; Employment Potential; *Employment Problems; Employment Qualifications; Employment Services; Health Needs; Housing; *Individual Needs; Job Skills; Legal Problems; Money Management; Occupational Information; Physical Disabilities; *Problem Solving; Social Discrimination; Transportation; Work Attitudes; Workbooks

Identifiers-Canada; *PLACE (Program)

This PLACE workbook for clients in employment counseling helps them assess their employability, specifically in the part of PLACE related to personal needs. (A companion sourcebook is available separately as CE 031 890.) It contains employment-related topics about which clients are asked questions that can help them identify employment problems. Overcoming these problems may require clients to learn a skill or work-related behavior, or it may mean that clients must obtain a resource, such as child care, transportation, or bonding. Specific topics covered in this workbook include finances, transportation, care of dependents, health (physical, emotional, alcohol/drug abuse), physical limitations, housing, legal problems, and discrimination. (YLB)

ED218467 CE032557

Day, Sherman R.; McCane, Mel R.

Vocational Education in Corrections. Information Series No. 237.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED), Washington, DC.

Pub Date Jan 82

Contract No-300-78-0032

Note-41p.

Available from-National Center Publications, The Ohio State University, 1960 Kenny Rd., Columbus, OH 43210 (IN-237, $4.25; quantity discounts available).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education; Adults; *Correctional Education; *Correctional Rehabilitation; *Educational Innovation; *Rehabilitation Programs; *Vocational Education; *Vocational Rehabilitation

Vocational education programs in America's correctional institutions have been financially handicapped, since security demands the greatest portion of resource allocations. Four eras in the development of the correctional system are generally identified: era of punishment and retribution, era of restraint or reform, era of rehabilitation and treatment, and the emerging era of reintegration. Several models have been developed for providing vocational education to prison populations. Institutionally-based programs are of three types: correctional administrators and staff with sole control of program design, implementation, and evaluation; involvement of community members in curriculum design and instruction; and use of inmates for institutional maintenance or prison industries. In community-based programs inmates are released for training in a community facility. (Recent innovations are described.) Other innovations in corrections are the recently developed programs for female, juvenile, and mentally handicapped offenders. Rigorously designed research of program effectiveness is conspicuously absent. Before vocational education can successfully demonstrate its rehabilitative potential, its status must be improved, barriers to employment must be removed, and funding must be increased. National initiatives to improve vocational education's funding and status are standards and accreditation, Corrections Program in the Department of Education, and legislative initiatives. (YLB)

ED218572 CG016072

Condelli, Larry; Shaw, Jerry I.

Effects of Compliance Outcome and Basis of Power on the Powerholder-Target Relationship.

Pub Date Apr 81
Note-7p.; Paper presented at the Annual Meeting of the Western Psychological Association (61st, Los Angeles, CA, April 9-12, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students; Cooperation; Higher Education; *Individual Power; *Interpersonal Relationship; Leadership Styles; *Motivation Techniques; *Power Structure; Social Influences
Identifiers-*Compliance (Behavior)

A powerholder may influence a target individual on the basis of reward, coercive, legitimate, referent, expert, or informational power. To determine the effects of compliance outcome and basis of power on the powerholder-target relationship, 108 undergraduates read six scenarios in which a powerholder influenced a target. An expected interaction between type of outcome and power base was not found, although main effects were found for each. Subjects perceived more possibility for future use of power, less surveillance necessary, more attraction to the powerholder by target, and more private acceptance of the target following positive rather than negative outcomes. Since the means for outcome were more highly differentiated than those for the power bases, it appears that outcome is a stronger determinant of the powerholder-target relationship than power bases. (JAC)

ED218614   CS206944

Bowers, Thomas A.

A Perspective on Advertising Accreditation Standards.

Pub Date Jul 82

Note-14p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Accreditation (Institutions); *Accrediting Agencies; *Advertising; Higher Education; *Institutional Evaluation; Journalism; Standards

Identifiers-*Accrediting Council Educ Journalism Mass Commun

The Accrediting Council on Education for Journalism and Mass Communication (ACEJMC) is the only agency that accredits college and university advertising programs. Its accrediting committee consists of 10 educators and seven professionals who base the accrediting process largely on how well an advertising unit or sequence meets the objectives and philosophies it has established for itself. A journalism unit or sequence initiates the accreditation process by requesting evaluation by the accrediting council. It then prepares a previsit report in which it assesses its objectives, strengths, and weaknesses. A visiting team appointed by the accrediting committee then visits the campus for about two days, observing classes and interviewing administrators, faculty, and students. Before leaving the campus, the team prepares its report and presents it to the unit head and the college's highest academic officer, but its recommendation is not revealed at this time. The accrediting committee considers all reports at its annual meeting. The advertising programs are evaluated primarily in terms of their own objectives and philosophies, but the committee has established some basic standards of administration, teaching, facilities, and goals. The Association for Education in Journalism could seek some changes in the current accreditation process, but in any case it must continue to examine and define its own position on accreditation. (JL)

ED218655 CS207078

Sudol, Ronald A., Ed.

Revising: New Essays for Teachers of Writing.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-ISBN-0-8141-4126-9
Pub Date 82
Contract No-400-78-0026
Note-195p.
Available from-National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 41269, $8.75 non-member, $7.50 member).
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Cloze Procedure; Delphi Technique; *Educational Theories; Evaluation Methods; Higher Education; Inservice Teacher Education; *Revision (Written Composition); Secondary Education; *Writing (Composition); *Writing Evaluation; *Writing Instruction; *Writing Processes; Writing Research

Intended to help writing teachers better understand how to help students effectively revise their written work, this book contains essays that, as a group, focus on the problem of the definition of revision. The first half of the book discusses the background of revision, while the second half discusses contexts and techniques for application. The 16 essays cover the following topics: (1) revision as discovery and the reduction of entropy, (2) intentions and conventions of revising, (3) revision theory versus practice, (4) H. G. Wells' "The Outline of History," (5) composing without revision, (6) the pragmatics of self-assessment, (7) a holistic pedagogy for freshman composition, (8) teaching teachers to teach revision, (9) psycholinguistic perspectives on revision, (10) the cloze test as a diagnostic tool for revision, (11) parapraxes ("Freudian slips" on paper) and revision, (12) revision and improvement, (13) the Delphi technique, (14) revision and risk, (15) understanding conflict with students about the expression of opinion, and (16) empathy and revision. An annotated bibliography on revision concludes the book. (HTH)

ED218677 CS207128

Hollman, Marilyn J.

Truth and Consequences in Evaluating Writing: An Exploration of the Role of the Teacher-Evaluator.

Pub Date Oct 81

Note-12p.; Paper presented at the Annual Meeting of the Illinois Association of Teachers of English (74th, Peoria, IL, October 29-31, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Analysis; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Student Teacher Relationship; Teacher Alienation; *Teacher Attitudes; Teacher Burnout; Teacher Effectiveness; *Teacher Morale; Teacher Response; *Teaching Conditions; *Writing Evaluation

Composition teachers can learn from nonteachers who evaluate writing. A comparison of nonteacher and teacher responses to the same student writing revealed that the teachers were much more negative in their evaluations. Studies have also indicated that teachers did not grade according to their own declared criteria. These inconsistencies and failures are largely a result of the circumstances under which teachers evaluate student writing: Their students are all inexperienced, they have seen the same work so often that it loses all freshness, and they evaluate in an artificial situation in which the two most important elements of writing--purpose and audience--are displaced by the act of evaluation itself. Teachers also claim that they do not grade on content, while nonteachers naturally do. Perhaps leaving neutrality behind and telling students their boring papers are boring would be a help. Though there may not be any easy answers to the problems of teacher weariness and boredom, teachers should ask themselves about the assignments they give, the amount of grading they do, the criteria they are using, their attitude toward content, and their own writing practices and their relation to teaching. (JL)

ED218719 EA014729

Gitlin, Andrew; And Others
Horizontal Evaluation: Its Impact in Three Case Studies.
Utah Univ., Salt Lake City. Dept. of Educational Administration.
Spons Agency-CFK, Ltd., Denver, Colo.
Pub Date May 82
Note-13p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Case Studies; Educational Objectives; Elementary Secondary Education; *Evaluation Methods; Formative Evaluation; Models; Student Teachers; Student Teacher Supervisors; Supervisory Methods; *Teacher Evaluation; Teaching Methods
Identifiers-Competency Based Evaluation; *Horizontal Evaluation

The horizontal evaluation model was developed to remedy three major problems associated with competency-based approaches to teacher evaluation: there is no consensus regarding what competencies are essential to good teaching; teachers' behaviors may or may not be related to competencies they possess; and competency-based evaluation typically fails to address the relationship between teachers' intentions and practices. In horizontal evaluation the supervisor critiques the teacher in two phases after a lesson has been presented. In the first phase the relationship between intent and practice is analyzed, and in the second phase the teacher's intent is itself assessed. The horizontal evaluation model was tested in case studies involving the conferences between three supervisors and three student teachers seeking certification in special education, elementary education, or secondary education. Three themes emerged in all three cases: a focus on the relationships between intentions and practices, the development of a critical perspective, and the development of holistic analysis. Two further themes appeared in two of the cases: agenda-setting, and clarification of the valuative nature of teaching. Analysis of the studies showed that use of horizontal evaluation changed the priorities of the supervisory conferences. (Author/PGD)

ED218841 EC143102

Roedell, Wendy C.

The Development of Giftedness in Young Children.

Educational Service District 121, Seattle, Wash.

Pub Date 20 Mar 82

Note-11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

Available from-Northwest Clearinghouse for Gifted Education, 1410 S. 200th St., Seattle, WA 98148 (no price quoted).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; *Child Development; Early Childhood Education; *Gifted; Interpersonal Competence; *Program Development; Psychomotor Skills; Young Children

The author describes how intellectual and academic strengths develop in young children and how children's daily behavior can reveal the presence of extraordinary capability. The relationships between the emergence of advanced intellectual skills and development of physical and social competencies are discussed. The implications of children's development for the educational environments of intellectually gifted young children are considered. Among components of an ideal program are guided opportunities for developing independence, a combination of informal kindergarten format and advanced content matched to children's skills, and performance expectations adapted to children's uneven development in intellectual, physical, and social domains. (SB)

Wehman, Paul, Ed.; Hill, Mark, Ed.

Vocational Training and Placement of Severely Disabled Persons. Project Employability--Volume III.

Virginia Commonwealth Univ., Richmond. School of Education.
Spons Agency-Rehabilitation Services Administration (ED), Washington, DC.
Pub Date 82
Note-221p.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Adults; *Demonstration Programs; Followup Studies; *Job Placement; *Moderate Mental Retardation; Postsecondary Education; Program Descriptions; *Program Effectiveness; *Severe Mental Retardation; Vocational Adjustment; *Vocational Education
Identifiers-*Project Employability

The document contains nine papers reporting the effectiveness of Project Employability, a program to demonstrate and evaluate a training model providing job site training, advocacy, and long term followup for severely disabled individuals. In "Job Placement and Follow-Up of Moderately and Severely Handicapped Individuals--An Update After Three Years," P. Wehman, et al. describe results of a 3 year job placement project in Virginia which served 63 clients. Among findings reported in "Cost Benefit Analysis of Placing Moderately and Severely Handicapped Individuals into Competitive Employment" (M. Hill, P. Wehman) is that in less than 3 years the efforts of Project Employability have returned funds to the tax base. "Disincentives to Employment in the Disability Benefit Program" (W. Revell, Jr.) reviews and analyzes the supplemental social security income system for severely disabled individuals. "The Job Placement Process--Implications for Severely Disabled Individuals" is the topic of a paper by P. Goodall, et al. Another paper by M. Hill, et al. titled "Considerations for Replication of a Job Placement Program for Severely Disabled Persons" offers a list of guidelines and criteria for evaluating the viability of a program and its location for competitive employment. Problems which interfere with potential employability are considered in "Facilitating Employment for Moderately and Severely Handicapped Youth--Overcoming Problems in Secondary Programs" (P. Wehman, et al.). A case study of two moderately retarded adults in a social interaction training program is presented in "Improving the Social Interactions between Moderately Retarded and Nonretarded Coworkers--A Pilot Study" by J. Stanford and P. Wehman. An eighth paper (by M. Hill, et al.) describes "Strategies in the Follow-Up of Moderately and Severely Handicapped Competitively Employed Workers." Results culled from 239 supervisor evaluation forms are reported in the final paper--"A Three Year Analysis of Supervisor Evaluations of Moderately and Severely Handicapped Workers" by M. Hill and B. Bruff. (SB)

ED218932 FL012992

Marty, Fernand

Reflections on the Use of Computers in Second-Language Acquisition.

Illinois Univ., Urbana. Language Learning Lab.
Pub Date 81
Note-29p.
Available from-Not available separately, see FL 012 990.
Document Not Available from EDRS.
Descriptors-Communicative Competence (Languages); *Computer Assisted Instruction; *Design Requirements; Feedback; Higher Education; *Instructional Design; Interaction; Learning Experience; Listening Comprehension; Online Systems; *Programed Instructional Materials; Reading Comprehension; *Second Language Instruction; Second Language Learning; Teaching Methods; Writing Skills

Identifiers-PLATO IV

Conditions under which using computers can help improve the study of foreign languages are discussed. Attention is limited to a consideration of a language course that aims at giving students a high level of accuracy in listening comprehension, oral expression, reading comprehension, and written expression. The following questions are addressed: (1) Will computerized instruction reduce the number of language teachers? (2) How can we measure the effectiveness of computerized instruction? (3) Under what conditions will a student decide that the computerized materials are valuable? (4) What gains can the student expect? (5) How can the foreign language teacher develop materials? (6) What are the implications for the future of computerized instruction in second language acquisition? The following minimum requirements for working with computerized materials are advocated: When beginning to work, the student should be returned to the exact point that the last session ended; the student should be free to interrupt an exercise and proceed to another one; at the beginning of each exercise, the student should be told what the purpose of the exercise is and how many sentences it contains; the student should have the option of typing the answer or viewing the correct answer; and if the student types an incorrect answer, the student should be guided into correcting errors with the minimum of help. It is suggested that TUTOR, the computer language used on the PLATO system is superior to other computer languages now in general use but it still lacks some of the features necessary to facilitate the performance of essential operations such as separating roots from affixes. (SW)

ED218594 CS006740

Underwood, N. Roderic

The Span of Letter Recognition of Good and Poor Readers. Technical Report No. 251.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (ED), Washington, DC.; National Inst. of Mental Health (DHHS), Rockville, Md.

Pub Date Jul 82

Contract No-400-76-0116

Grant-NIMH-MH-32884

Note-60p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Aptitude; *Cognitive Processes; *Eye Fixations; *Eye Movements; Grade 5; Intermediate Grades; *Reading Difficulties; Reading Rate; *Reading Research; *Word Recognition

Thus far the several different strategies that have been employed to investigate the size of the perceptual span during reading have not yet resolved the question of whether good readers have a larger span than poor readers. An investigation was designed to determine the region of text from which letter information is used during a fixation of the eyes. Eight good readers and eight poor readers from the fifth grade participated in the study. A computer based laboratory system was used for displaying the texts to be read and for monitoring and recording the eye movement patterns of the subjects engaged in reading. Results indicated that both groups acquired letter information from a region of text extending from two letters to the left of the center of fixation to about six letters to the right. The average reading rate of the poor readers was about 70% of that for the good readers, while durations of fixations made by poor readers in the control condition were approximately 30% longer than the fixation durations of the good readers. Finally, the average lengths of saccades of the poor readers was about 25% shorter than those made by the good readers. There was no evidence to suggest that skilled readers utilized letter information from a wider region of text than did less able readers. (HOD)

ED218886 EC143151

Enright, Brian E.

Criterion-Referenced Tests: A Guide to Separate Useful from Useless.

Pub Date 13 Apr 82
Note-18p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session T-27).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Criterion Referenced Tests; Elementary Secondary Education; Test Construction; Testing; Test Items; Test Norms; *Test Reliability; *Test Validity

The paper presents 12 steps in developing and validating criterion referenced tests (CRTs). The author emphasizes the need to closely examine the test's stated purpose and trace the test through the 12 steps in order to find CRTs that are useful rather than useless. Examples are given for each step: preparing or selecting objectives; developing specifications; preparing items; performing initial editing; systematically assessing items for validity; assembling the tests; selecting and implementing a method for setting standards to interpret test performance; administering the test; collecting and analyzing reliability, validity, and normative data; preparing user's and technical manuals; and compiling ongoing data on test items and tests in different situations with different populations. (CL)

ED218508 CE033164

Progressing from Vocational Preparation--the Issues. A Discussion Paper.

Further Education Curriculum Review and Development, London (England).
Pub Date Jan 82
Note-19p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Access to Education; Adolescents; Adult Education; Basic Skills; *Career Education; Dropout Programs; Dropouts; *Educational Needs; Educational Objectives; Educational Policy; *Education Work Relationship; *Employment Potential; Financial Support; Fused Curriculum; *Job Skills; *Job Training; Policy Formation; Position Papers; Program Design; Program Development; Relevance (Education); Skill Development; Vocational Education; Work Attitudes
Identifiers-*Great Britain

If vocational preparation is to become a central educational process, available to all young people whether or not they are involved in other study or training, then it must be recognized as such. While there appears to be a growing acceptance of prevocational courses from both the educational and training systems, there remain at least three major problem areas to be solved before a comprehensive and fair system of vocational preparation can be operated. These are the existing financial award system, the current danger of restricting vocational preparation to a specific group, and the inaccessibility of some participants to opportunities to progress to more advanced education and training. Educators must work to link the characteristics of vocational preparation to all programs of study and training, whether grouped or modular. Among various points in the program from which learning could progress are the following: a teaching/learning approach dealing initially with essential core skills, an approach based on vocational motivation, an approach based on experience in another occupational area, and an approach based on significant expertise. Particularly needed are efforts to enable students to apply, with discernment, school-based competencies to day-to-day working problems. (MN)

ED218635 CS207035

Marzano, Robert J.

Principles of Discourse Analysis: Explanation and Applications.

Pub Date Apr 82

Note-22p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Discourse Analysis; Instructional Improvement; *Language Patterns; Language Research; Learning Theories; *Semantics; Sentence Structure

Discourse analysis attempts to identify and describe the semantic relationships among units of thought larger than a word (predications). Two basic types of these relationships exist between predications, conceptual and nonconceptual. A conceptual relationship exists between two predications when they share a concept or when a concept in one refers to a set of concepts (or the whole predication) in another. Conceptual relationships are signaled by the following references: same word, pronoun, synonym, metaphoric, wh-word, deleted subject, related concept, and whole predication. As the name implies, nonconceptual relationships do not require a shared concept between predications. There are five types of nonconceptual relationships: (1) causal, (2) contrastive, (3) additive, (4) temporal, and (5) embedded. The techniques of discourse analysis can be applied to language research and measurement to determine if there is a relationship between age and the use of conceptual and nonconceptual relationships, and to examine differences in these relationships across different modes of discourse. In language instruction, the overt teaching of the relationships could help increase language proficiency. Because they use signal words, nonconceptual relationships lend themselves particularly well to instructional use. (JL)

ED218739 EA014763

The Condition of Public Elementary and Secondary Education in Connecticut. Fiscal Year 1979-80. Volume 2--Trends and Perspectives.
Connecticut State Board of Education, Hartford.; Connecticut State Dept. of Education, Hartford. Bureau of Research, Planning, and Evaluation.
Report No-BRPE81-10
Pub Date Jan 82
Note-194p.; Some figures may reproduce poorly due to small print of original document. For a related document, see ED 202 169.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Academic Achievement; Adult Education; *Educational Finance; Elementary Secondary Education; *Enrollment Trends; Expenditure Per Student; Graphs; Minority Groups; Outcomes of Education; *Programs; School District Spending; *School Statistics; Standardized Tests; Student Characteristics; Student Teacher Ratio; Tables (Data); Teacher Characteristics; *Teachers; Test Results
Identifiers-*Connecticut; School District Wealth

Statistical data on Connecticut education for various years from 1969 to 1981 are presented in 85 tables, each with an accompanying chart or graph. The information is divided into five sections: (1) the context of education, including state, federal, and local expenditures, town wealth and tax rates, and concentration of poor and minority students; (2) enrollment in public and private schools and in programs for compensatory and special education, gifted and bilingual students, vocational training, adult education, and college-bound students; (3) student achievement and outcomes, covering standardized test results and post-high-school activities; (4) school staff, including staff age, ethnic group, sex, salaries, and experience, as well as student-teacher ratios and future teacher supply and demand; and (5) public school expenditure per pupil by school level, educational program, administrative costs, student services, instructional materials, and school maintenance. (RW)

ED218759 EA014787

Morgan, James M.

Local School Goal Setting: A New Approach to Development of School District Goals.

Pub Date Mar 82

Note-31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Advisory Committees; Community Involvement; Decentralization; Decision Making; *Educational Objectives; Elementary Secondary Education; *Needs Assessment; Policy Formation; Problem Solving; School Districts; *School Role; Tables (Data)

Identifiers-*Cincinnati Public Schools OH; *Goal Setting

After experiencing a drop in enrollment of over 25 percent in 10 years, the Cincinnati (Ohio) Public Schools instituted a decentralization program. The program gives local schools greater autonomy, places greater emphasis on the principal's leadership role, and depends for some decision-making on Local School Advisory Committees (LSACs) composed of representatives from the staff, students, parents, local businesses, and the general community served by the school. One function of the LSAC is to develop local school goals from which the district develops its goals. The process involves generating and discussing lists of problems facing the local school, prioritizing the problems, formulating specific goals in response to the problems, and establishing district goals supportive of the local school efforts. In its first year the program produced goal statements in eight categories: student achievement, academic and instructional program, student behavior and discipline, student attitudes, student services, staff skills and attitudes, school management, and relations among schools, parents, and the community. The goals set often matched district expectations, but some new priorities were revealed in such areas as education for the gifted, development of student responsibility, school safety procedures, and administrative processes. Evaluation showed the first year's experience was considered valuable by participants. (Author/PGD)

ED218819 EC142771

Gillespie, Jacquelyn; And Others

Project CA=SA: Career Awareness=Self-Awareness. A Psycho-Educational Model Designed to Enhance Career Potential and Self-Esteem in Physically Handicapped Children. Final Report.

Fullerton Union High School District, Calif.

Spons Agency-California State Dept. of Education, Sacramento.

Pub Date Oct 80

Note-92p.; Paper presented at the Annual Meeting of the Western Psychological Association Meeting (Los Angeles, CA, April 9-12, 1981).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Career Education; *Career Guidance; Elementary Secondary Education; *Employment Potential; *Inservice Teacher Education; *Multiple Disabilities; *Parent Participation; *Physical Disabilities; Program Descriptions

Identifiers-*Project CASA CA

The report describes Project CASA, a program to develop and enhance career potential of physically and multiply handicapped children from three school districts in North Orange County (California). Sections include the following: background of Project CASA (needs assessment and related literature); goals and objectives (including the involvement of parents); project design (teachers from each of three schools participated in training sessions in group leadership); the advisory council (which provided input from community members); project activities (a color coded section which details the theme statement, teachers' roles, goals for teacher training, course outline, evaluation and teacher/facilitator training, and awareness exercises); data collection; data evaluation; a project statistical reporting form; problems encountered; conclusions and recommendations; dissemination activities; and references. Noted among findings is that self ratings by students indicated two thirds of students at all schools and in all age groups felt either "moderately satisfied" or "very satisfied" with their learning across five areas emphasized in group activities--thoughts, feelings and body sensations; relaxation; use of imagination; personal interests; and sharing with others. Appended are a sample invitation to parents and evaluation forms. (SB)

ED218911 EC143193

Bacon, Ellen H.

Assessment of Children with Attention Problems.

Pub Date 16 Apr 82

Note-11p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session F-14).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attention Span; Case Studies; Classroom Observation Techniques; *Clinical Diagnosis; Definitions; Elementary Education; Hyperactivity; Learning Disabilities; *Student Characteristics; *Student Evaluation

Identifiers-*Attention Deficit Disorders

The category of attention deficit disorder is defined in terms of diagnostic symptoms (inattention, impulsivity, and hyperactivity) and definitions. Aspects which need to be covered in the classroom evaluation of a child with suspected attention deficit disorder are reviewed, including examination of the task for its appropriateness; determination of a specific learning disability in the child; observation of the setting (including the classroom order, acceptance, and the teaching style); and finally, consideration of the child (existence of emotional stress, neurological problems, and mild hearing loss). (Case histories are presented to illustrate assessment considerations.) (CL)

verDorn, Bethea J.

Don't Throw It Away: Junk Mail in the Adult ESL Class.

Pub Date 82

Note-99p.; M.A. thesis, Hunter College, The City University of New York.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adult Education; Classroom Techniques; *English (Second Language); *Instructional Materials; *Realia; *Second Language Instruction

An experimental class program using "junk mail" in adult instruction in English as a second language (ESL) is described. Junk mail was found useful in filling three interrelated areas of need in adult ESL programs: (1) the need for easily accessible, adaptable adult learning material; (2) the need for personalization and individualization in the classroom; and (3) the need for contextualization and the use of realia. The various kinds of junk mail the ordinary household receives daily were used to teach students how to fill out forms; to reinforce language structures, particularly verb forms; and to teach and practice language functions and tasks. Junk mail was used as supplementary material for preparing oral reports, reinforcing vocabulary, and learning various types of letter-writing styles. Criteria are set forth for the selection of appropriate types of mail; these criteria have to do with the needs and interests of the particular learners involved in the proposed tasks. The final section of the study offers examples of junk mail and outlines of lessons and activities that incorporate it in the adult ESL class. Most of the suggested lessons are accompanied by a reproduction of the piece of mail under discussion. (AMH)

Trim, J. L. M., Ed.
Modern Languages Programme, 1971-1981.
Council for Cultural Cooperation, Strasbourg (France).
Pub Date 81
Note-213p.; Report presented by CDCC Project Group 4.
Available from-Publications Section, Council of Europe, F-67006 Strasbourg Cedex, France ($16.00).
Document Not Available from EDRS.
Descriptors-*Communicative Competence (Languages); *Educational Assessment; Foreign Countries; Inservice Teacher Education; International Educational Exchange; Languages for Special Purposes; Learning Theories; *Pilot Projects; *Second Language Instruction; Second Language Learning; Student Needs; Testing
Identifiers-Council of Europe (France); Europe (West)

The project reported here aimed at serving the interests of increased European understanding, cooperation, and mobility by improving and broadening the learning of modern languages, making appropriate provision for all sections of the population. This report provides recommendations for the implementation of a European framework within which institutions concerned with the teaching and learning of foreign languages can work together on a continuing basis in developing language learning programs. The first chapter places the project in the context of the general aims of the Council of Europe and situates its work in relation to general principles of permanent education. Chapter 2 deals with principles of communicative language learning systems development and treats needs assessment, specification of objectives, communicative methodologies, evaluation and testing, and learner autonomy and teacher training. The remaining chapters report on the following: (1) pilot programs in which the principles of communicative language learning systems have been applied; (2) the collection, storing and disseminating of information on language teaching and research; (3) the framework for development of international cooperation; and (4) an evaluation of the results of the project and recommendations for a new project. Five appendices provide information on contributors to the report, membership of the Project Group, publications, proposals for further research, and a list of national centers. (Author/AMH)

ED218990 HE015155

Salley, Charles D., Ed.; And Others

The Future of Institutional Research. Proceedings of the Annual Conference of the Southern Association for Institutional Research (Orlando, Florida, October 24-26, 1979).

Southern Association for Institutional Research.

Pub Date Oct 79

Note-82p.

Available from-Southern Association for Institutional Research, ADM 214, University of South Florida, Tampa, FL 33620.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Academic Persistence; Adult Education; Collective Bargaining; College Administration; College Faculty; *College Planning; College Students; Decision Making; Educational Change; *Enrollment Trends; *Governance; Higher Education; *Institutional Research; Management Information Systems; Political Influences; Prediction; Researchers; *Research Methodology; *Research Needs; Research Problems; Self Evaluation (Groups); Statistical Analysis; Student Attrition; Student Recruitment; Trend Analysis

Proceedings of the 1979 conference of the Southern Association for Institutional Research (SAIR) are presented. The conference theme was the future of institutional research. Contents include reports of preconference workshops, speeches, panel reports, abstracts of papers, and reports pertaining to the affairs of the SAIR. Documents and authors are as follows: "The Relationship between Institutional Planning and the Future of Institutional Research" (President's Message)," (Norman P. Uhl); "Proliferation, Fragmentation and Politicalization: Institutional Research, in Transition or in Disintegration?" (Keynote speech, Marvin W. Peterson); "Past, Present, and Future of Institutional Research" (Panel, Edwin R. Smith, Moderator); "Integrated Approach to Marketing at a Land-Grant Institution" (Panel, Emmett T. Kohler, Moderator); "The Budgeting Process in a Steady State Economy" (Panel, Fletcher F. Carter, Moderator); "Recruitment and Institutional Research in the 1980's" (W. Kevin Hunt); "Identifying Adult Educational Needs in a Rural Community" (Carol A. Kayla, James M. Hoey); Non-Academic Factors Influencing the 'Withdrawal' of Academically Ineligibile Black Students" (Timothy R. Sanford); "Voluntary Withdrawal: Why Don't They Return?" (Ellen M. Ironside, Timothy R. Sanford); "The Use of the Myers-Briggs Type Indicator in Institutional Research" (Donald J. Reichard and Norman P. Uhl); "Computerized Enrollment Driven Financial Forecasting Model" (John R. Sarvella); "A Comparison of Research Techniques Used in the Collective Bargaining Process" (Stephen W. Ahrens); and "Concerns in the Selection of an Appropriate Data Source: A Critical Aspect of Institutional Research" (Ellen I. Posey, Donna L. Sylvan). (SW)

ED218486 CE033107

Stafford, David P.

An Assessment of the Inservice Training Needs of Part-Time ABE Teachers in the State of Washington. ABE Survey. Final Report.

Renton Vocational Inst., Wash.

Spons Agency-Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date 31 Aug 81

Note-153p.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Adult Basic Education; *Adult Educators; *Demography; *Educational Needs; *Inservice Teacher Education; Needs Assessment; *Part Time Faculty; Surveys

Identifiers-Washington

A study was conducted to survey all of the adult basic education (ABE) teachers in the state of Washington, giving special attention to the part-time teachers' demographic characteristics and inservice training needs. The study also sought to compare the teachers' statements of need with those of administrative supervisors of the state's local ABE programs and of state-level officials in the field of ABE. Population for the study was a list of 161 teachers identified as teaching in ABE programs, 33 persons identified as local coordinators, and 9 persons identified as state-level ABE officials. These persons were mailed three forms of a needs assessment questionnaire, depending on the group to which they belonged, with a return rate of 95 percent. Demographic characteristics of the teachers found by the survey were that the teachers were about 68 percent female, about 82 percent part time, about 60 percent under 40 years of age, and almost certain to have a college degree. Most of the part-time teachers were homemakers, moonlighters with a full-time teaching job, or persons teaching part time while hoping for a full-time teaching job. All three groups surveyed expressed a need for inservice training, with the coordinators and state officials seeing more needs than the teachers. The teachers rated three items among their highest needs: practical ways of motivating ABE students, knowledge about other school and community resources for referral, and methods for raising students' self-concepts. Recommendations were made for more inservice training activities and for incentives for part-time teachers to attend more training sessions. (KC)

ED218527 CG016023

Timmons, Beverly; Wolsk, David

School...A Take It or Leave It Thing: An Interview Survey of Grade 7, 10 and 12 Students and Dropouts.

Pub Date [80]

Note-90p.; Best copy available.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Dropout Attitudes; *Educational Environment; Foreign Countries; Nontraditional Education; School Counseling; Secondary Education; *Secondary School Students; Student Adjustment; Student Alienation; *Student Attitudes; *Student Motivation; *Student School Relationship; Surveys

Identifiers-*Canada

Research has shown that between 20 to 40% of secondary school students feel they are wasting their time in school. A good proportion drop out; others stay on only because they have no better alternative. To determine whether the Greater Victoria (Canada) School District was meeting the needs of its students, 450 students in grades 7, 10 and 12 were surveyed. About half the students did not feel they had a good relationship with their teachers. Although 33% were satisfied with what they were learning, nearly 40% were getting far less than they wanted and had become progressively less motivated. Half the students reported that their courses were interesting, useful, or enjoyable. Almost all students in the alternative school programs felt that their needs were being met. The findings reveal variations among schools and a pattern of mixed low and high satisfaction with the schools' attempts to meet student needs. The appendices contain the complete questionnaire with results, a brief summary of findings from related studies, and a bibliography. (JAC)

ED218549 CG016049

The Door: A Model Youth Center. Treatment Program Monograph Series.
National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Report No-DHHS-ADM-81-1132
Pub Date 81
Note-55p.; Photographs not filmed due to copyright laws.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Community Programs; *Crisis Intervention; *Delivery Systems; Drug Abuse; *Interdisciplinary Approach; Models; Program Descriptions; Program Development; *Rehabilitation Programs; *Urban Youth; *Youth Problems; Youth Programs

This report provides basic facts about The Door, a multifaceted youth center in New York City, which serves 300-400 young people each day. The origins, early stages, guiding philosophy, activities, and organizational structure are described. Recommendations for initiating and operating multiservice youth projects based on the experience of The Door are provided as a model for other alternative delivery system programs, and deal with the areas of program planning and development, funding, staffing, the supportive environment, administration, and fiscal management. Clients' profiles are presented, and services are described including health services, drug and alcohol education, counseling, and creative and vocational activities. (JAC)

ED218780 EA014808

Semi-Annual Report to Congress: October 1, 1981-March 31, 1982. No. 4. (Submitted Pursuant to Public Law 95-452).

Office of Inspector General (ED), Washington, DC.

Pub Date 82

Note-89p.; For related documents, see EA 014 805-807.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Crime Prevention; Elementary Secondary Education; Federal Government; *Federal Programs; Graphs; *Inspection; *Investigations; Postsecondary Education; Program Evaluation; Quality Control; Tables (Data)

Identifiers-*Auditors; Fraud

The Office of Inspector General (OIG) describes its provision of audit, investigation, fraud detection and prevention, and certain security services to the U.S. Department of Education (ED). Audit activities are reviewed in the first section, which discusses audit accomplishments, OIG audits by government and independent auditors, audits on various ED programs, funds recovered, recent federal court decisions, and the "single audit" concept. Data on OIG investigation activities and workloads, and highlights of significant investigations, are presented in the second section. The third section describes fraud control activities, including operation of a complaint center, review of internal controls at the National Institute of Education, and actions to promote ED employee awareness of fraud, waste, and mismanagement. The fourth section outlines OIG staffing and budgetary constraints, reviews of proposed legislation and regulations, participation in the President's Council on Integrity and Efficiency, issuance of subpoenas, and processing of General Accounting Office reports for ED. Appendices list OIG audits for the reporting period and provide data on ED's accounts receivable. (Author/RW)

ED218799 EA014829

The Role of an Administrator in the Education of Pupils with Handicapping Conditions.

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.

Pub Date Jun 82

Note-94p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Responsibility; *Administrator Role; Board of Education Role; *Boards of Education; Check Lists; *Disabilities; Elementary Secondary Education; Federal Legislation; Handicap Identification; Individualized Education Programs; Mainstreaming; *Program Evaluation; Special Education; State Legislation; Student Evaluation; Student Placement; *Students; Worksheets

Identifiers-*New York State Committee on the Handicapped

Designed as an informational resource and planning document, this manual assists administrators in ensuring that district special education programs are in compliance with federal and New York State laws and regulations and that handicapped students are educated appropriately. Because Article 89 of the Education Law and Part 200 of the Regulations of the Commissioner of Education give particular attention to the roles of the board of education and its committee on the handicapped, these roles are emphasized. The handbook also recognizes that responsibilities for managing special education services rest with administrators at many levels. Part 1 outlines the roles and responsibilities of the board of education and the committee on the handicapped, including appointing the committee, maintaining data on and locating handicapped children, and providing programs and services. Part 2 deals with the identification, evaluation, and placement of handicapped students, including providing the individualized education program and assessing the district's success in serving handicapped students. Part 3 lists all of New York State's possible placements for handicapped children, including regular classroom programs, related services, resource rooms, and special classes; suggested administrative activities and initiatives related to each are listed. Checklists and worksheets are provided throughout. (Author/JM)

ED218426 CE031216

Morse, David T.

Engine Tune-Up Service. Unit 4: Secondary Circuit. Posttests. Automotive Mechanics Curriculum.

Florida State Univ., Tallahassee. Career Education Center.

Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date Apr 78

Note-43p.; For related documents see CE 031 208-222 and CE 033 108-109.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Auto Mechanics; Electric Batteries; *Electric Circuits; *Engines; Postsecondary Education; Pretests Posttests; Secondary Education; *Trade and Industrial Education

Identifiers-*Automotive Tune Up; *Ignition Systems; Secondary Ignition Circuit

This book of posttests is designed to accompany the Engine Tune-Up Service Student Guide for Unit 4, Secondary Circuit, available separately as CE 031 214. Focus of the posttests is testing and servicing the secondary ignition circuit. One multiple choice posttest is provided that covers the seven performance objectives contained in the unit. (No answer key is provided.) (YLB)

ED218448 CE031890

Rosove, Bruce; And Others

PLACE: Guided Steps to Employment Readiness. Sourcebook on the World of Work. Part E: Personal Needs.

Canada Employment and Immigration Commission, Ottawa (Ontario). Occupational and Career Analysis and Development Branch.

Report No-CEIC-WH-7-033E

Pub Date 80

Note-125p.; For related documents see CE 031 882-889.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adult Day Care; Adults; Career Counseling; Career Education; Day Care; Employment Potential; Employment Problems; Employment Qualifications; Employment Services; Health Needs; Housing; *Individual Needs; Information Sources; Legal Problems; Money Management; Physical Disabilities; Problem Solving; Resource Materials; Resources; Social Discrimination; Transportation

Identifiers-Canada; *PLACE (Program)

This PLACE Sourcebook on the World of Work provides clients in employment counseling with information about occupations, the norms of the labor market, and sources that clients can consult to find additional information on the part of PLACE related to personal needs. For each employment-related topic in the corresponding Workbook (CE 031 889) there is a section in the Sourcebook that clients can read to analyze the nature of employment requirements for that topic. The Sourcebook can also be used by clients to find out what is meant by questions in the workbook to determine how they should be answered. It sets forth those skills or resources that must be obtained to overcome each employment problem. Topics covered include finances (budget, debt), transportation, care of dependents (child care, care of adult dependents), health (health problems and work, health issues, locating health care resources, paying for health care), physical limitations, housing, legal problems (legal assistance, divorce/separation, bonding, criminal record), and discrimination. (YLB)

ED218573 CG016073

Mowsesian, Richard; Hays, William L.

The Utility of the GRE Analytical Score for Selection into a Graduate Program in Educational Psychology.

Pub Date Feb 82

Note-16p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (5th, Austin, TX, February 11-13, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Abstract Reasoning; *Academic Aptitude; *Aptitude Tests; College Applicants; *College Entrance Examinations; *Educational Psychology; Graduate Students; *Graduate Study; Higher Education; *Predictive Validity; Quantitative Tests

Identifiers-*Graduate Record Examinations

The Graduate Record Examination (GRE) Aptitude Test has been in use since 1938. In 1975 the GRE Aptitude Test was broadened to include an experimental set of items designed to tap a respondent's recognition of logical relationships and consistency of interrelated statements, and to make inferences from abstract relationships. To test the predictive efficiency of the GRE analytical score as a separate part of the admission process to a graduate program in Educational Psychology, GRE Aptitude scores, sex, and ethnicity of 472 subjects were analyzed. Results showed that the Analytical Score contributed little to the predictive efficiency of graduate school admission when used in combination with the other GRE scores, but was equally useful when used independently. Sex differences were noted only on Quantitative Scores. For foreign and minority groups, other selection criteria influenced admission decisions more than the GRE Aptitude Scores. The findings suggest that the Analytical Reasoning component of the GRE Aptitude Test may provide a way to tap independent thinking and analytical reasoning powers prior to making the admission decision. (JAC)

ED218656 CS207080

Roberts, David Harrill

The Physiology of Vision and the Process of Writing.

Pub Date Jul 82

Note-29p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Aphasia; Dyslexia; Language Processing; Lateral Dominance; *Learning Disabilities; *Minimal Brain Dysfunction; Neurolinguistics; *Neurological Impairments; Neurological Organization; *Perceptual Handicaps; Visual Impairments; *Visual Perception; *Writing Processes; Writing Research

Acknowledging the importance of sight to the writing process, the paper elucidates the processes of vision related to the composing process. In the opening section the physics of light and vision, optic neuroanatomy, and cortical responses to visual stimuli are explained. Next, theories of vision and data mapping are examined and their implications for composition theory and pedagogy are discussed. The remainder of the paper focuses on the role of vision in the composing process, considering: (1) the relationships between writing and other kinds of language, (2) writing dysfunction, and (3) visual defects causing visual language mode deficits. Vision pathologies that contribute to writing deficiencies are then explained. These include: right homonymous hemianopia, aphasia, dyslexia, simultanagnosia, a specific lesion near the angular gyrus, delayed maturation in the parieto-occipital regions, and other neurological disorders. Composition teachers often encounter but do not recognize students whose writing impairments are caused by congenital brain malformation. Therefore, it is suggested that medical histories of all basic writing students might help distinguish which students are deficient in writing skills for educational reasons and which are neurologically impaired. (JL)

ED218699 CS503912

Mass Communication: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1982 (Vol. 42 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date 82
Note-27p.; Pages may be marginally legible.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Advertising; Annotated Bibliographies; Content Analysis; Court Litigation; Developing Nations; *Doctoral Dissertations; Educational Media; Elementary Secondary Education; Films; Foreign Countries; Higher Education; *Mass Media; Measurement Techniques; *Media Research; News Media; Newspapers; *News Reporting; *Programing (Broadcast); Radio; Television

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 53 titles deal with a variety of topics, including the following: (1) international news flow and the nonaligned nations; (2) cameras in the courtroom; (3) public service communication source influence and radio gatekeeper behavior; (4) television modes of presentation and their implications for learning; (5) United States elite media news coverage of Latin America in 1977; (6) television programing evaluation; (7) boys' understanding of television and real-life models; (8) media dependence and community influences; (9) television and children's self-perceptions; (10) the Nazi anti-Semitic film; (11) newsworthiness as a privacy defense for the media; (12) Israeli general television; (13) television situation comedy and post-war liberal ideology from 1950 to 1980; (14) the merger of National Public Radio and the Association of Public Radio Stations; (15) public perceptions of influences on television content; (16) the programing practices of black-owned, black-oriented radio stations and white-owned, black-oriented radio stations; (17) parental awareness of the use of television and its influence on elementary school children; and (18) news media operations in natural disasters. (FL)

ED218842 EC143103

Brightman, Mikel F.; Archer, Edith L.

Three Evaluative Research Studies on Compliance with P.L. 94-142 within the Context of Present Economic Realities.

Pub Date 19 Mar 82

Note-36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Compliance (Legal); Decision Making; Delivery Systems; *Disabilities; Elementary Secondary Education; *Federal Legislation; *Individualized Education Programs; *Referral; *Student Evaluation; Urban Schools

Identifiers-*Education for All Handicapped Children Act

Three studies were conducted in a large urban school district to determine how well the requirements of P.L. 94-142 (the Education for All Handicapped Children Act) are being met. Questions regarding the referral process addressed the procedures of the referral committee. The appraisal process was evaluated in terms of characteristics of children referred, the frequency and types of evaluation, and elapsed time between various stages in the referral/evaluation process. Finally, the individualized education program (IEP) was looked at to determine whether the components of the IEP were completed as required. Among findings were that the time between date of parental contact and the date of the referral committee meeting when the written recommendation was made averaged 47 days; there was lack of consistently recorded data on the appraisal process; and a significant amount of legally required information was missing from the IEPs. Tables with statistical data are included, and sample forms are appended. (SB)

ED218887 EC143152

Detraz, Kirby; And Others

University Involvement in Pupil Appraisal Services in Louisiana Public Schools.

Pub Date 13 Apr 82
Note-14p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session T-31).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Agency Cooperation; *College School Cooperation; Coordination; *Disabilities; Elementary Secondary Education; Higher Education; Models; *Student Evaluation; *Teacher Centers; Technical Assistance; Universities
Identifiers-*Louisiana

The pupil appraisal process in Louisiana special education services features resource teams from eight universities throughout the state working through interagency agreements between the universities and the State Department of Education. The university teams provide technical assistance, annual compliance reviews, and inservice workshops on appraisal issues. All parties involved benefit: university programs are strengthened by field experiences, public school practitioners learn about new trends and materials, and local school boards become aware of other districts' efforts to solve similar situations. The psychologist and the assessment teacher functions on the University Resource Teams are especially important. (CL)

ED218468 CE032675

Anderlini, Lyn Starr; Zittel, Gail

Career/Vocational Assessment of Secondary Students with Exceptional Needs: Critical Issues and Promising Practices.

California State Dept. of Education, Sacramento. Div. of Special Education.; Regional Resource Center West, Los Angeles, CA.

Spons Agency-Department of Education, Washington, DC.

Pub Date Mar 82

Note-54p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Career Awareness; Career Choice; Career Guidance; Demonstration Programs; *Disabilities; *Educational Needs; Educational Philosophy; Educational Practices; Program Descriptions; *Program Effectiveness; Program Implementation; Secondary Education; Student Evaluation; *Vocational Aptitude; *Vocational Education

Identifiers-California; Florida; *Vocational Assessment

Critical issues pertaining to career/vocational assessment were identified by the Regional Resource Center West (RRCW) through a review of the literature and interviews conducted with practitioners. Critical issues identified were the goal of the career/vocational assessment; assessment instruments and procedures; examiner expertise; and coordination of services. Promising practices that addressed the critical issues were verified through site visits and staff interviews. The interviews were supplemented by tours, program observations and review of materials, products, and administrative procedures. Site nominations were provided by state education personnel as well as personnel from the nominated sites. Promising practices were selected through the criteria of identified critical issues, uniqueness, feasibility of replication, effectiveness, and cost-effectiveness. Eight promising practices were identified in California and Florida, and are described in this report. For each practice, the following information is given: site, contacts, sphere, critical issue, program descriptions, background of problem, description of practice, implementation/maintenance, outcomes, resources required (staff, equipment, training, funds), learnings, person to contact for further information, and person who verified practice. (KC)

ED218550 CG016050

Mann, David W.; Gold, Martin

Alternative Schools for Disruptive Secondary Students: Testing a Theory of School Processes, Students' Responses, and Outcome Behaviors. Final Report.

Michigan Univ., Ann Arbor. Inst. for Social Research.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Dec 80
Grant-NIE-G-77-0023
Note-197p.; For related document, see CG 016 051 and ED 208 275.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Academic Achievement; Cohort Analysis; *Delinquent Behavior; *Discipline Problems; Educational Innovation; Longitudinal Studies; *Nontraditional Education; Program Effectiveness; Program Evaluation; Psychoeducational Methods; Secondary Education; *Secondary School Students; *Self Esteem

Some research has theorized that the student role is a central part of adolescence, and that failure in this role threatens adolescents' self-esteem. Derogative self-esteem may provoke delinquency as a defensive response. To test this theory a longitudinal study was designed to compare the effectiveness of three alternative school programs that attempted to provide students with experiences of success in an atmosphere of social support. Although these schools were not found to be reliably more effective than conventional schools, the theory that implicated poor scholastic experiences as a provocation to delinquency received substantial support. As students' assessments of their schools and themselves became more positive, their scholastic performance and behavior improved. However, respondents' behavior improved without the mediation of elevated self-esteem. The findings suggest that positive scholastic experiences make a difference in the behavior of only those students whose delinquency seems effective in defending against negative affect. (JAC)

ED218595 CS006741

Armbruster, Bonnie B.; Anderson, Thomas H.

Structures for Explanations in History Textbooks or So What If Governor Stanford Missed the Spike and Hit the Rail? Technical Report No. 252.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Jul 82

Contract No-400-76-0116

Note-36p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Content Area Reading; Elementary Secondary Education; *History Instruction; *History Textbooks; *Models; Objectives; Outcomes of Education; *Reading Comprehension; Reading Research; *Textbook Evaluation

Identifiers-*Story Grammar; Text Structure

Theory and research in reading comprehension have confirmed the important role of text structure in learning from written materials. The previous work with story grammars provided the basis of this attempt to define frames for explanations in history that would be likely to aid learning. A suggested goal frame includes the goals, plan, action, and outcome that are assumed to constitute the "main ideas" associated with the explanation of a historical event. The goal frame can be used for most interpretations or philosophies of history, since historical events must ultimately be explained in psychological terms, with human beings as the agents of change. The goal is the desired state sought by the main character, the plan is the cognitive strategy for attaining the goal, the action is overt behavior in response to the plan, and the outcome is the consequence of the action, which may either satisfy or fail to satisfy the goal. A variation of the goal frame gives rise to a new frame, the problem/solution frame. The problem is an event, a condition, or a series of events or conditions resulting in a state that is an obstacle to the attainment of the goal. The problem prompts a solution that takes the form of the plan, action, and outcome of the goal frame. The outcome of the solution either solves or fails to solve the problem. Suggestions are made for using the frames as tools in evaluating historical explanations in textbooks, writing historical explanations, and teaching historical explanations. (HOD)

ED218615 CS206945

Vance, Donald

Practitioner Perceptions of Advertising Education Accreditation.

Pub Date Jul 82
Note-9p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Accreditation (Institutions); *Advertising; *Education Work Relationship; Higher Education; *Journalism Education; National Surveys; *Professional Recognition; Program Evaluation; Standards; Teacher Attitudes

According to a 1981 survey, advertising practitioners place more importance on the accreditation of college advertising programs when it comes to evaluating a graduate of such a program than do the educators who must earn the accreditation. Only directors of advertising education programs in the communication-journalism area that are currently accredited match the opinion of the practitioners on the importance of accreditation. Educators, however, have a much higher opinion of the preparation of their students than do practitioners. On the average, educators rated graduates of bachelor programs above the median in terms of preparation for both creative and management entry-level positions. Practitioners, on the other hand, rated students below the median on preparation for both areas of advertising work. To make accreditation meaningful, it is likely that advertising educators must come to a greater sense of agreement on accreditation standards, and

practitioners, through their organizations, must help in the effort. (Author/HOD)

ED218636 CS207041

Giffard, C. Anthony

Coverage of Developed and Developing Nations in American Wire Services to Asia.

Pub Date Jul 82

Note-21p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Bias; Comparative Analysis; Content Analysis; *Developed Nations; *Developing Nations; Journalism; *Media Research; *News Reporting

Identifiers-*Associated Press; New World Information Order; *United Press International; Wire Services

A study was conducted to contrast the news coverage of developed and developing nations, and of the United States specifically, as transmitted to Asia by the Associated Press (AP) and United Press International (UPI). A total of 556 AP reports and 453 UPI reports drawn from a 6-week period were coded for more than 100 variables and 47 topics. The results indicated that more news reports were based in the United States than any other single country, but they accounted for only 23% of the total. Countries with the next greatest number of reports were the Soviet Union, the United Kingdom, Japan, and the Third World nations of Iran, China, the Philippines, Malaysia, and India. By region, Asia had the greatest number of reports. The average length of the reports located in the Third World was greater than that of reports from the developed countries or the United States alone. The largest subject category was political news, and reports from the United States and Western Europe dominated the economic news. However, Asia accounted for more reports of international trade agreements and the largest proportion of stories on capital investment and stock issues and industrial projects. Asia was second only to North America as the location of reports on scientific, technical, and medical topics. More than half of the reports of natural disasters were located not in the Third World, but in the United States. These findings suggest that there is only some truth to the New World Information Order claims that Western news sources are biased against developing nations. (HTH)

ED218678 CS207129

Dykhouse, Caroline Dow

Shuttered Shutters: The Photographic Statutes and Their Faithful Companion, 18 USC 1382--An Examination of Photographic Access to Military Areas.

Pub Date Jul 82

Note-56p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Censorship; *Federal Legislation; Federal Regulation; Government Role; *Journalism; *Military Organizations; *News Reporting; *Photography

Identifiers-*Photojournalism

The United States federal government, through a combination of statutes and regulations, has imposed restrictions on the activities of photojournalists that are not equally applicable to those of their print colleagues. For example, two statutes of the United States Code prohibit the photographing of defense installations and military equipment and one statute bans photographs from closed military posts. Even though some of the stronger provisions of the statutes have lapsed, they are still used as the basis of some military regulations, and photographers must still gain the permission of the commanding officer of a military site before using cameras. Congress should reexamine these regulations for their prior restraint effects to determine if they are unnecessarily vague on the question of intent and to clarify the definition of the term "publication" as it is used in the statutes in order to determine if this definition violates the First Amendment. (FL)

ED218720 EA014730

Howard, Eugene R.

School Discipline--Helping the Teacher: Improving Discipline by Improving the School.

National Association of Secondary School Principals, Reston, Va.

Pub Date May 82

Note-18p.; Figures 1, 2, and 3 may reproduce poorly due to small print of original document.

Available from-Research Department, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (single copies: $.50; quantity discounts; payment must accompany orders of $15.00 or less).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Role; Classroom Techniques; Conferences; *Discipline; Discipline Policy; Educational Environment; Inservice Teacher Education; Master Teachers; Secondary Education; *Student Behavior; Teacher Administrator Relationship

Identifiers-Student Administrator Relationship

Administrators can use the strategies described in this article to encourage the development of self-discipline in their students without using punishments or training students to be conformists. Teachers who need help maintaining student discipline can be identified in several ways, including through analysis of disciplinary referrals. Class visitations show students as well as teachers that the administrator is available to help. The school can train its own disciplinary experts to provide extra assistance. Practical solutions to teachers' immediate problems must be offered before the teachers are asked to invest in long-range programs. Nine classroom management techniques offer solutions to many of these immediate problems. Improved organization and handling of referral conferences can make problems clearer and promote cooperation. Inservice programs on discipline and schoolwide climate improvement projects can also be useful. The experiences of twelve secondary schools and districts using various disciplinary strategies illustrate the value of the suggestions provided in this document. (Author/PGD)

ED218820 EC142772

Balow, Bruce; And Others

Policy Options for Serving Autistic-Like Children in Rural Areas.

Minnesota Univ., Minneapolis. Coll. of Education.
Spons Agency-Special Education Programs (ED/OSERS), Washington, DC.
Report No-UMRRC-R-8
Pub Date [81]
Contract No-300-800-719
Note-46p.; Prepared by the Upper Midwest Regional Resource Center.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Autism; *Classification; *Definitions; *Delivery Systems; Educational Methods; *Educational Policy; Elementary Secondary Education; Intervention; *Rural Education

The document reports several policy options that address the issue of educating autistic children in rural and sparsely populated areas. A description of autistic children relates numerous problems, confusions, and disagreements about the nature and course of the handicap including lack of agreement about definition and treatment. The most effective treatment purported by the authors is an eclectic educational program combining elements of behavior modification programs and psychoeducational procedures. Policy options for classifying and counting autistic children and for provision of service are described next, with advantages and disadvantages indicated. The federal classification of autistic children with "other health impaired" is seen to allow much flexibility in programing according to the individual child's behavior and therefore, has advantages not offered by any narrowly focused label. Categorical and generic programs of service are analyzed with specific attention to five issues: availability of service, quality of service, cost effectiveness, personnel preparation, and parent participation. The generic option is supported as the most advantageous in four of the five issue areas. The categorical program option appears to be better suited to parent participation. A list of references to selected professional literature completes the report. (Author/SB)

ED218912 EC143194

George, Pamela

Promoting Attention in Children with Learning Disabilities: Techniques from a Research, Clinical and Classroom Perspective.

Pub Date Apr 82

Note-17p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session F-14).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attention Span; Behavior Modification; *Classroom Environment; *Learning Disabilities; Self Evaluation (Individuals); Teaching Methods; Teaching Styles

Identifiers-*Cognitive Behavior Modification

Research is presented on attention problems in children with learning disabilities, and suggestions for remediating the problems are offered. Variables involved are analyzed according to the setting (teacher-child ratio and lesson type); task (nature, props, and the rules); and teacher communication (number of teacher solicitations or questions, verbal reinforcement, and use of cues). The use of cognitive behavior modification, in which students are taught to talk to themselves about keeping on task, is also considered. A summary of 13 points of promoting attention includes organizing the setting to maximize time in a 1 to 1 teacher-child ratio; structuring the task tightly with clear rules, beginning and end points, and few transitions, and teaching children to cue and monitor their own behavior. (CL)

ED218933 FL012993

Kachru, Yamuna; And Others

Computer-Based Instruction in Elementary Hindi.

Illinois Univ., Urbana. Language Learning Lab.

Pub Date 81

Note-20p.

Available from-Not available separately, see FL 012 990.

Document Not Available from EDRS.

Descriptors-College Second Language Programs; *Computer Assisted Instruction; Display Systems; *Grammar; Higher Education; *Hindi; Online Systems; *Orthographic Symbols; Pattern Drills (Language); Programed Instructional Materials; Programing Languages; Second Language Instruction; Teaching Methods; Translation; Vocabulary Development; Written Language

Identifiers-*PLATO IV; TUTOR Programing Language; University of Illinois Urbana Champaign

Computer-assisted instruction for Hindi courses at the University of Illinois is described in relation to the technical aspects of programming Hindi on the PLATO system and the curriculum components. The program focuses on review of the materials already covered in class and building understanding of a number of grammatical constructions by using them in varied exercises. To create the Hindi, nonroman alphabet, it was necessary to create images of the various letters. Each character image is a particular dot configuration created using a system supported editor. Some Hindi letters are composed of two character images. So that the student does not have to press nine or more keys for each letter, PLATO intercepts a key press and substitutes in its place the sequence of key presses assigned by a microtable. The Hindi materials make extensive use of the TUTOR "answer" and "wrong" commands. A decision was made to use English-Hindi correspondences as the starting point for the keyboard design. The current materials consist of 20 instructional lessons that teach the keyboard and provide practice with phonemic discrimination of syllables, grammar, and vocabulary. Two types of exercises have been programmed--exercises that are text bound that utilize grammatical construction, vocabulary, and context of the text and exercises that utilize the grammatical constructions of the texts, and draw upon the set of vocabulary encountered up to that point. Exercises focus on inflection of nouns; imperatives; optative, present habitual, present progressive, and future tenses; word-order; number, gender, and person agreement; sentences with dative subjects; and certain modal constructions. (SW)

ED218950 FL013029

Bauman, James

Linguistic Structure and the Validity of Reading Comprehension Tests. Final Report.

Center for Applied Linguistics, Washington, D.C.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date May 82
Grant-NIE-G-80-0149
Note-121p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Elementary Secondary Education; *Reading Comprehension; Reading Research; *Reading Tests; *Standardized Tests; *Structural Linguistics; Testing Problems; *Test Validity; Test Wiseness

This study considers whether or not the various sentence structures in standardized reading tests cohere to facilitate the extraction of information. In the context of the theoretical framework of the study, a schema theory of reading, a diffuse discourse structure may legitimately activate more than one way of conceptualizing an answer to a test question. The methods used to explore this issue were the collection of a set of clinical interviews with children in grades 3, 5, and 8 in the Montgomery County (Maryland) Public Schools who had taken a standardized achievement test; and the administration of an experimental test. The interview data indicated a strong probability that test performance could be influenced by the structural organization of passage information. Analysis indicated that low-achieving students lacked metacomprehension and test-taking skills, not comprehension ability. An experimental test was designed to reduce ambiguities, inconsistencies, and inaccuracies in the passages and questions in order to assess more accurately students' comprehension ability. An important result was that the main difference between good and poor readers involves a reluctance or inability on the part of poor readers to process information hierarchically. (AMH)

ED218427 CE031217

Goodson, Ludy

Engine Tune-Up Service. Unit 5: Fuel and Carburetion Systems. Student Guide. Automotive Mechanics Curriculum.

Florida State Univ., Tallahassee. Career Education Center.
Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date Jun 78
Note-155p.; For related documents see CE 031 208-222 and CE 033 108-109.
EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Auto Mechanics; Behavioral Objectives; *Engines; *Fuels; Instructional Materials; Learning Activities; *Motor Vehicles; Postsecondary Education; Secondary Education; Study Guides; *Trade and Industrial Education
Identifiers-*Automotive Fuel Systems; *Automotive Tune Up; Carburetion System; Carburetors

This student guide is for Unit 5, Fuel and Carburetion Systems, in the Engine Tune-Up Service portion of the Automotive Mechanics Curriculum. It deals with inspecting and servicing the fuel and carburetion systems. A companion review exercise book and posttests are available separately as CE 031 218-219. An introduction tells how this unit fits into the total tune-up service, defines new terms, and provides work activities on the introductory information. Ten performance objectives are covered: service carburetor air cleaner; service fuel filter; measure fuel flow and pressure; remove, repair, and install fuel lines; remove or replace fuel pump; adjust carburetor idle mixture and idle speed; clean and adjust automatic choke unit; remove and install carburetor; clean and overhaul carburetor; and inspect and repair or replace manifold heat control valve. Each objective is addressed in a separate section that includes these materials: introduction to the performance objective, performance checklist, list of tools and equipment needed to do the work activities for this performance objective, reading list, information sheets, and work activities that give hands-on practice in doing one part of the performance objective. (YLB)

ED218509 CE033165

Belbin, Eunice; And Others

How Do I Learn? An Experimental Programme to Introduce Young People and Their Teachers to the Many Ways of Learning. Project Report 9.

Further Education Curriculum Review and Development, London (England).
Report No-ISBN-0-85522-0910
Pub Date Dec 81
Note-124p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academic Ability; Adult Education; Behavioral Objectives; Continuing Education; *Course Content; Course Descriptions; Course Objectives; Deduction; Educational Benefits; Generalization; Guidelines; Instructional Materials; Learning; Learning Activities; *Learning Processes; Literature Reviews; Material Development; Memorization; Observational Learning; *Pilot Projects; Postsecondary Education; *Program Development; *Program Implementation; Study Habits; *Study Skills
Identifiers-*How Do I Learn Course (England)

A project was undertaken to develop an experimental program to help young people acquire a generalized strategy for learning after they leave school. Other objectives of the program were to help teachers improve their understanding and use of various learning strategies, to develop an induction course for those purposes (entitled the "How do I Learn Course"), to develop ideas and materials for the course, and to produce a manual for use in its implementation. Over a 2-year period a basic induction course was developed and pilot tested in two colleges of further education. While the piloting of the course established its value, it also revealed several problems in understanding course content, demands for certain teaching styles, and the necessity of good organizational support. The course manual (included in this report) contains suggestions and materials for use in implementing a similar induction course. Provided in the manual are worksheets, information sheets, exercises, and transparency masters dealing with the following topics: learning to do something from a demonstration, written instruction, and undoing; learning to memorize; learning to understand something; and revising learning methods. (A review of related literature is appended.) (MN)

ED218528 CG016024

Health and Educational Effects of Marijuana on Youth. Hearing Before the Subcommittee on Alcoholism and Drug Abuse of the Committee on Labor and Human Resources. United States Senate, Ninety-Seventh Congress, First Session (October 21, 1981).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

Pub Date 21 Oct 81

Note-137p.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adolescents; Cognitive Processes; *Drug Abuse; Drug Education; *Drug Use; Hearings; *Marihuana; *Mental Health; *Physical Health; Physiology; Secondary Education; Student Attitudes; *Youth Problems

These proceedings of a hearing before the Alcohol and Drug Abuse Subcommittee include testimony about the health and educational effects of marijuana on young people. The materials describe recent findings on the extent of drug use among youth, recent changes in drug use trends, and the consequences of marijuana use on health and intellectual functioning. The report also outlines policies and programs of the National Institute of Drug Abuse. The effects of drug use on driving, reproduction, motivation, moods and behavior are discussed. The testimonies include suggestions on how the government can assist parent groups, and what kinds of behaviors and attitudes parents and teachers should watch for when drug abuse is suspected. The statements of witnesses such as psychiatrists, U.S. senators, pediatricians, substance abuse prevention program coordinators, and a pharmacologist are also included. (JAC)

ED218740 EA014764

Equal Educational Opportunity in Connecticut. Review and Recommendations for State School Finance Reform.

Connecticut State Board of Education, Hartford.; Connecticut State Educational Equity Study Committee, Hartford.

Pub Date Sep 81

Note-48p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Finance; *Educational Legislation; Elementary Secondary Education; *Equalization Aid; *Finance Reform; Mathematical Formulas; School District Spending; School Taxes; *State Aid; State Legislation; Tables (Data); Tax Rates

Identifiers-*Connecticut; *Educational Equity (Finance)

Formed by the Connecticut legislature to monitor the state's educational aid plan, the Educational Equity Study Committee in this report joins with the state Board of Education in recommending amendments to Connecticut's 1979 school finance reform law, involving changes in the state's Minimum Expenditure Requirement (MER) plan and Guaranteed Tax Base (GTB) equalization formula. The first section briefly discusses the background to the report, including the adoption of the current system of state aid and the establishment of the Study Committee. The second section addresses the use of the GTB formula, nonformula impacts on state aid, needed updates in data used in the formula, the impact of the 1979 reforms, and the reasons for the recommended changes in the GTB formula. The state's MER plan is examined in the third section, which analyzes how MER is calculated, its impact, methods of ensuring compliance with MER, and reasons for recommending MER changes. The two final sections present the Study Committee's future goals and summarize relevant events in the 1981 state legislature. Four appendices provide a glossary, a summary of a 1980 Study Committee public meeting, minority reports from committee members, and data on 1979-82 GTB grants. (RW)

ED218760 EA014788

Gmelch, Walter H.; And Others

What Stresses School Administrators--And How They Cope.

Pub Date Mar 82

Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982). Tables may reproduce poorly due to light, broken print of original document.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrator Characteristics; *Administrators; Coping; Elementary Secondary Education; Predictor Variables; Psychological Patterns; Research Methodology; Responses; State Surveys; Statistical Analysis; *Stress Variables; Tables (Data); Work Environment

Identifiers-*Administrative Stress Index

The Administrative Stress Index, a 35-item questionnaire, was designed, validated, and sent to members of the Confederation of Oregon School Administrators to identify perceived job stress, to establish stress categories, and to discover how administrators cope with stress. Usable responses were received from 1,156 elementary and secondary principals, superintendents, and central office administrators. The typical subject was male, 42 years old, had 9 years of administrative experience, and worked 55 hours per week. Varimax rotation of the data revealed four interpretable dimensions of stress: role-based stress, task-based stress, boundary-spanning stress (arising from relating the school to the external environment), and conflict-mediating stress. Relationships were found between these dimensions and such personal characteristics as age, tenure, and health. Contrary to previous research findings, some stress factors were observed to increase with age and tenure. The data also suggested that despite similarities between their jobs, principals and superintendents experienced widely different degrees of stress. Coping activities fell into three categories: physical activity, mental control, and management skill development. The research indicated previous studies have not been comprehensive enough and that further study is needed. (Author/PGD)

ED218781 EA014809

The Report and Recommendations of the New York State Special Task Force on Equity and Excellence in Education. Volume One.

New York State Special Task Force on Equity and Excellence in Education.
Pub Date Feb 82
Note-70p.; For related documents, see ED 214 268 and EA 014 810.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academically Gifted; Educational Finance; Educational Research; Elementary Secondary Education; *Equalization Aid; Finance Reform; *Financial Problems; *Fiscal Capacity; Program Costs; Rural Schools; School Districts; Special Education; *State Aid; *Student Needs
Identifiers-*Educational Equity (Finance); Municipal Overburden; New York; *State Aid Formulas

A statewide task force established to improve educational equity in New York State describes its activities and results in this report. The task force chairman's letter of submittal discusses the Levittown v. Nyquist decision that led to the task force's formation and reviews the group's deliberations. The report then summarizes task force recommendations regarding the state's basic aid formula, unequal student needs, measures of fiscal capacity, fiscal overburden, state aid formulas other than basic aid, property and income taxes, tax limitations, and the costs of implementing the recommendations. The background of the Levittown case and the nature of the plaintiffs' financial problems are discussed next, as part of the introduction to the task force's research. The report's final section outlines these research activities and results, in two areas. In the first area, student needs, five research studies looked at special student needs, gifted and talented students, costs of school programs, special funding for grades K-3, and basic education in primary grades. In the area of fiscal capacity and overburden, six research projects examined New York State school districts' fiscal capacity and cost differentials, tax base equalization, municipal overburden, and rural school funding. (RW)

ED218843 EC143104

Schultz, Rosario A., Comp.

Resource Materials Available in Spanish Concerning Exceptional Children.

Illinois Resource Center for Exceptional Bilingual Children, Arlington Heights, IL.

Pub Date May 82

Note-131p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Autism; Cancer; *Disabilities; Hearing Impairments; Heart Disorders; Learning Disabilities; Parent Participation; Prenatal Influences; *Resource Materials; *Spanish; Special Education; Visual Impairments

The document presents, in table form, information on over 100 resource materials written in Spanish on exceptional children. Materials are divided into eight sections: autism; general handicapping conditions (arthritis, asthma, brain damage, cancer, cerebral palsy, cleft lip/cleft palate, developmental disabilities, epilepsy, general, heart, hemophilia, leukemia, measles, mental health, multiple sclerosis, muscular dystrophy, prenatal care, scoliosis, speech and language, spina bifida, stuttering, and teeth); hearing impaired; learning disabled; multihandicapped/severely handicapped; parental involvement; special education; and visually impaired. Information on each entry includes English and Spanish title, source, order numbers (when applicable), and cost. (SB)

Cobb, Sharon; Schutt, Marcia
Catalyst: Handbook of Existing Career Education Programs and Facilitators.
Model Secondary School for the Deaf, Washington, D.C.; National Technical Inst. for the Deaf, Rochester, N. Y.
Spons Agency-Department of Education, Washington, DC.
Pub Date 81
Note-130p.; Prepared through an agreement between Rochester Institute of Technology and the U.S. Department of Education.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Career Education; Deafness; Elementary Secondary Education; *Hearing Impairments; Program Descriptions; Resources; Surveys
Identifiers-National Project on Career Education

The handbook provides a resource list to assist schools planning a comprehensive career education program for hearing impaired students. Section I lists the names, addresses, professional experience, and educational background of NPCE (National Project on Career Education) trainers. Section II contains the names and addresses (listed alphabetically by state) of career education coordinators. A third section provides a list of NPCE facilitators who were trained at the eight NPCE regional workshops for career education facilitators. A final section consists of an alphabetical listing by state of schools which responded to a national survey on 46 existing career education programs for the deaf. Information on each program usually includes the address, coordinator's name, goals, population served, staffing, funding, and commercially available materials used. A copy of the career education program report form completes the document. (SB)

ED218888 EC143153

Martin, Larry L.; Graham, Therese

A Computerized Diagnostic/Prescriptive Learning Disability Clinic Model--A University-Based, Multi-Disciplinary Approach.

Pub Date Apr 82

Note-16p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session T-31).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Clinical Diagnosis; Elementary Secondary Education; Interdisciplinary Approach; *Learning Disabilities; Program Descriptions; *Psychoeducational Clinics

Identifiers-*Montgomery Learning Disability Clinic AL

The multidisciplinary clinic model for diagnosis and remediation of learning disabilities (LD) in use at Auburn University's Montgomery Learning Disability Clinic is based on an information processing model. Thirty-seven process and academic skills were isolated tests to measure the skills identified, and a computer program to profile strengths and weaknesses developed. A flow chart of clinic activities starts with referral to the clinic proceeds through appropriate forms sent to and completed by the parents, to culmination at a parent/staff conference. Samples of forms and printouts are included. (CL)

ED218971 FL013070

Spanos, George

Applied Logic for the ESL Classroom.

Pub Date 82

Note-13p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Class Activities; *English (Second Language); Higher Education; *Language Skills; Learning Activities; Logic; *Logical Thinking; Secondary Education; *Second Language Instruction; *Semantics; *Syntax; Teaching Methods

Identifiers-*Paraphrase

Restatement and paraphrase, and the syntactic operations that generate them, can serve as the basis for techniques involving explanation, and the production of new sentences in the second language classroom. The basic operations involved are known intuitively by the native speaker but must be taught and practiced if the ESL learner is to get a functional knowledge of English. In addition to practicing paraphrases by such transformations as active-passive, the logical operations underlying the transformations can be defined. Selected with particular purposes in mind, individual sentences can serve as the starting point from which classroom exercises can be created which train or test the students in the syntactic, semantic, and pragmatic aspects of the language. When students are made aware of the underlying logic, systematic application of paraphrase activities results in increased risk-taking, participation and group correction, and a rapid grasp of the logical concepts and operations. Using the operations and concepts defined here, the teacher can design exercises centered on a particular structure which can help the student get a better command of meaning at the same time. Examples are given of the technique as well as of exercises in the four skills, and testing and review exercises. (AMH)

ED218449 CE031891

Thomas, Robert E.

Methods and Materials of Vocational Counselling. Instructional Manual. 2nd Edition.

Canada Employment and Immigration Commission, Halifax (Nova Scotia). Nova Scotia Region Employment Services.; Canada Employment and Immigration Commission, Ottawa (Ontario). Occupational and Career Analysis and Development Branch.

Pub Date 80

Note-372p.; For a related document see CE 031 892.

EDRS Price - MF01/PC15 Plus Postage.

Descriptors-Behavioral Objectives; Career Choice; *Career Counseling; *Career Exploration; Career Planning; *Counseling Techniques; *Counselor Training; Course Descriptions; Decision Making; Instructional Materials; *Job Search Methods; Learning Activities; *Occupational Information; Postsecondary Education; Professional Continuing Education; Resources; Self Evaluation (Individuals); Tests

Identifiers-CHOICES (Program); Creating a Career Program; Creative Job Search Technique; PLACE (Program)

This instructional manual provides an approach and planned sequence for teaching a course on methods and materials of vocational counseling. (The course is intended for counselors who are relatively new to the field of vocational counseling or who need to become acquainted with newly developed tools in the field.) Covered first are tools and programs for use in self-assessment to identify suitable occupations and in occupational exploration. The PLACE system, a system that fulfills the employment readiness stage of the career counseling progression, is described. Set forth next are the methods and materials of the Creative Job Search Technique. Two additional programs--one a computerized self-assessment system called CHOICES and the other a curriculum-based vocational counseling program called Creating a Career--are discussed. Each unit on a particular tool or program contains the following: a description of the tool or program; tool or program components; information to be gained from the given source; and an instructional plan that includes a unit objective, materials and preparation required, and instructions for implementing learning activities. Appended are section and final tests and a course outline. (MN)

ED218487 CE033108

Goodson-Roberts, Ludy; And Others

Engine Tune-Up Service. Unit 1: Battery and Cranking System. Review Exercise Book. Automotive Mechanics Curriculum.

Florida State Univ., Tallahassee. Career Education Center.

Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date Dec 77

Note-135p.; For related documents see CE 031 208-222 and CE 033 109.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Auto Mechanics; Check Lists; *Electric Batteries; *Engines; Evaluation Criteria; Postsecondary Education; Pretests Posttests; Review (Reexamination); Secondary Education; Study Guides; *Trade and Industrial Education

Identifiers-*Automotive Cranking Systems; *Automotive Tune Up

This book of pretests and review exercises is designed to accompany the Engine Tune-Up Service Student Guide for Unit 1, Battery and Cranking System. Focus of the exercises and pretests is testing the battery and cranking system. Pretests and performance checklists are provided for each of the four performance objectives contained in the unit. There are 15 review exercises that are short check-ups to let the student know how well she/he has learned the material for one or more work activities covered in the Student Guide. Answers to all of the exercises are found at the back of the book. (YLB)

ED218574 CG016075

Blai, Boris, Jr.

A Two-Year College Guidance Program: Its Varied Dimensions.

Pub Date 82
Note-26p.; Best copy available.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Career Counseling; Counseling Objectives; Counseling Techniques; *Counselor Role; *Educational Counseling; *Guidance Programs; Peer Counseling; Program Descriptions; *School Counselors; Student College Relationship; Student Development; *Teacher Guidance; Test Interpretation; *Two Year Colleges
Identifiers-*Harcum Junior College PA

This paper describes the guidance program at Harcum Junior College and its incorporation into the educational programming activities at the institution. Various functions of the guidance services are described including test interpretation, individual and group counseling, and career planning. The importance of the influence of faculty and counselors on student development is emphasized. Information provided to staff and counselors to improve their effectiveness is discussed. Other programs are presented, including the Peer Resources Program and the Career Resource Center. In addition, 11 paths to emotional maturity are outlined, which are intended to assist students in achieving greater personal awareness to cope with new responsibilities in their future roles. (JAC)

ED218657 CS207081

Guinn, Dorothy Margaret
Tinker Toys Are Not Only for Play.
Pub Date Apr 82
Note-11p.; Paper presented at the Annual Meeting of the College English Association (13th, Houston, TX, April 15-17, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Audiences; *Creative Teaching; Descriptive Writing; Feedback; Higher Education; *Teaching Methods; *Writing Exercises; *Writing Instruction; Writing Processes; *Writing Skills
Identifiers-*Audience Awareness

Objects assembled in nonreoresentational fashion from tinker toy pieces are the starting point for a technical description writing assignment designed to increase the students' awareness of audience while at the same time giving them practice in description, analysis, and active judgment. Having been separated into two groups, each facing a different tinker toy creation, the students produce a technical description of the object. The two groups then exchange descriptions. Next each student attempts to reconstruct the object from a description written by a student in the other group and then writes a critique of the student's work. The drawing and critique are next returned to the writer of the description who is given the opportunity to rebut the critique. All three pieces of paper form a package that the teacher comments upon as a second audience but does not grade. Students respond favorably to this exercise, becoming less egocentric and more ready to face the problems of audience-centered writing. (JL)

ED218679 CS503822

Perotti, Valerie; DeWine, Sue

A Dialogue on Case Analysis in Organizational Communication Instruction.

Pub Date 5 May 82

Note-9p.; Paper presented at the Annual Meeting of the International Communication Association (Boston, MA, May 2-5, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Case Studies; Education Work Relationship; *Experiential Learning; Higher Education; *Instructional Design; Instructional Development; *Instructional Improvement; *Material Development; *Organizational Communication

Neither the introductory survey of research course nor the audit course adequately prepares the organizational communication specialist for a career in a nonacademic organization. Therefore it is important for the organizational communication graduate student to receive some experiential or quasiexperiential learning along with his or her training in auditing techniques. Case analysis study can provide this experience based learning. There are, however, some instructional design problems that must be overcome before case analysis study can be implemented. Organizational communication must first develop its own collection of case studies emphasizing communication oriented issues. Even after this collection is developed, the question remains as to how much practical benefit the students will receive from the use of these studies. Actual practice with a client in the capacity of "a professional in training" might provide a student near the end of a graduate program with the skills needed to be a genuine professional. Organizations would probably be receptive to the idea of receiving communication consultants without charge in exchange for their providing the sites for training. (JL)

ED218700 EA014477

Ellis, Joseph; And Others

A Statistical Analysis of Educator Drop Out in Illinois Public Schools.

Pub Date [82]
Note-12p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrators; Elementary Secondary Education; *Faculty Mobility; *School Personnel; Sex Differences; Tables (Data); *Teachers

In an effort to analyze the extent of and reasons for the exodus of teachers from teaching, this study collected and analyzed data from the Illinois State Board of Education for the school year 1979-80. The study, which excluded the Chicago Public Schools, compared statistics on teachers, administrators, and certified support personnel. Twelve reasons were identified to explain why educators leave the field. Results indicate that teachers and support personnel had similar dropout rates, which exceeded the dropout rate of administrators, and that the reasons for dropping out differed significantly between males and females. (Author/WD)

ED218800 EA014830

Administrator Evaluation, Reassignment, Non-Renewal, Demotion and Dismissal: Guidelines for a Fair Process.

Colorado Association of School Executives, Denver.
Pub Date Jun 82
Note-52p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrator Evaluation; *Administrators; *Board Administrator Relationship; *Board of Education Policy; Boards of Education; Communication (Thought Transfer); *Dismissal (Personnel); *Due Process; Educational Policy; Elementary Secondary Education; Guidelines; Rating Scales; Reduction in Force; Superintendents
Identifiers-*Colorado

Designed as a discussion guide for administrators and school board members, this paper deals with the issue of "fair process" for school administrators. Fair process is defined as the right to be supplied with fair notice, probable causes, opportunity for improvement, and right to appeal prior to dismissal, nonrenewal, or demotion. The first chapter discusses the policies and procedures needed for administrator evaluation. Chapter 2 presents a wide variety of possible procedures for transfer, demotion, and dismissal of administrators. Chapter 3 deals with how to build the open and trusting relationships among board members and administrators that are the necessary foundations for all procedures. A lengthy appendix provides examples of policies, evaluation instruments, and fair process procedures used in Colorado school districts. (Author/JM)

ED218913 EC143195

Thompson, Marie

The Water as a Learning Environment: A Model for Integrating Leisure Time Activities and Education for Deaf-Blind Youngsters.

Spons Agency-Special Education Programs (ED/OSERS), Washington, DC.
Pub Date Apr 82
Contract No-300-80-0645
Note-29p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session F-15).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cross Age Teaching; *Deaf Blind; *Peer Teaching; Program Effectiveness; *Recreational Activities; *Swimming; Tutoring
Identifiers-*Aquatics

In its first year, an interdisciplinary recreational aquatics program serving eight deaf blind children (3 to 18 years old) developed and sequenced individualized objectives for communication, social, and gross motor areas. Inservice training was conducted for 13 nonhandicapped high school students serving as peer tutors, who were then evaluated according to 12 performance indices. Parents received scrapbooks with information and pictures of their child. The water has proved to be a feasible environment for deaf blind children, institutional staff have noted a decrease in student inappropriate behaviors, and peer tutors have exhibited competence and a sense of responsibility toward the program. (CL)

ED218991 HE015160

Jones, Larry G., Ed.

Problems and Perspectives for Institutional Research in the 1980's. Proceedings of the Annual Conference of the Southern Association for Institutional Research (Louisville, Kentucky, October 29-31, 1980).

Southern Association for Institutional Research.

Pub Date 81

Note-114p.

Available from-Southern Association for Institutional Research, ADM 214, University of South Florida, Tampa, FL 33620.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Academic Persistence; College Faculty; College Planning; College Students; *Computer Oriented Programs; *Data Collection; *Educational Assessment; Faculty Development; Higher Education; *Institutional Research; Management Information Systems; Microcomputers; Minority Groups; Program Evaluation; Researchers; *Student Attrition; Student Evaluation

Identifiers-Program Discontinuance

Proceedings of the 1980 conference of the Southern Association for Institutional Research (SAIR) are presented. The conference focused on problems and perspectives for institutional research in the 1980s. Contents include: reports of preconference workshops and sessions, reports of conference sessions, abstracts of contributed papers, and administrative studies, and reports pertaining to the affairs of the SAIR. Documents and authors are as follows: "Developing an Institutional Fact Book" (Glynton Smith, Charles Bryson, Larry G. Jones); "Providing for Minority Needs in Predominantly White Colleges and Universities" (Leroy Ervin); "Program Evaluation in Higher Education" (Larry A. Braskamp); "Perils and Pitfalls of Program Discontinuance: An Approach-Avoidance Conflict" (Edwin A. Rugg); "Faculty Development: A Role for Institutional Research" (Stephen H. Wurster); "The Use of Holistic Grading in Assessing Writing Competency" (Maryann S. Ruddock); "Methodologies for Projecting Enrollment and Quarter Credit Hours on a Systemwide Basis," (Carol M. Miller); "Attrition and Retention" (Daniel E. Brasher, John A. Jones, Douglas I. Blom); "A Computerized Data Base for Studying the Impact of Student Retention Over a Five-Year Period" (Michael McCord, Robert McNabb); "The Microcomputer: A New Resource for the Institutional Researcher" (R. Gregory Litaker); "A Model for Reallocation of Departmental Faculty" (Gerald W. McLaughlin, James R. Montgomery); "Utilization of the 1980 Census Data for Institutional Research and Planning: A Preliminary Report" (Jane Preston); and "The Role of Institutional Research in Higher Education Desegregation Issues" (John Matlock, Gayla Thomas). (SW)

ED218469 CE032690

Ream, Penny S.

A Study of Volunteer Preference for Recognition Techniques Used By Agencies and Employers.

Pub Date May 82
Note-122p.; Master's Thesis, University of Minnesota.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adults; *Demography; *Incentives; *Recognition (Achievement); *Rewards; *Voluntary Agencies; *Volunteer Training
Identifiers-Minnesota (Minneapolis); Minnesota (Saint Paul)

This study was conducted to obtain information about volunteers' preferences for various recognition techniques. A survey of volunteers in 13 cultural arts, non-profit agencies located within the Minneapolis/St. Paul (Minnesota) area was taken during August and September, 1981. Of 212 questionnaires returned, 207 (approximately 72 percent of the sample) were tabulated for results. The volunteers were asked to rate 16 recognition techniques in terms of how meaningul it would be to them personally to receive that type of recognition for their volunteer work. They were also asked to indicate the importance of 12 techniques that an employer might use to recognize the volunteer work of employees. Additionally, demographic information provided by the respondents was used to test relationships for recognition. Of the respondents, the majority were women between the ages of 31 and 45; about one-half were college graduates; and 63 percent worked outside the home. Two items were rated "very meaningful" by more than 50 percent of the respondents: receiving a discount on memberships, tickets, or gift items; and receiving additional volunteer job training; organized sports events was the only item rated "not meaningful" by more than half of the volunteers. Four items also rated "very meaningful" were personal development training; luncheon with other volunteers; employee privileges; and volunteer job enhancement. These six techniques were further analyzed with cross-tabulations and Chi square tests to correlate recognition techniques with personal characteristics of the volunteers. (KC)

ED218551 CG016051

Mann, David W.; Gold, Martin

The Contribution of Alternative School Programs to the Safety of American Schools. Executive Summary.

Michigan Univ., Ann Arbor. Inst. for Social Research.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Jun 81
Grant-NIE-G-77-0023
Note-18p.; For related documents, see CG 016 050 and ED 208 275.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement; *Behavior Change; Cohort Analysis; *Delinquent Behavior; Longitudinal Studies; *Nontraditional Education; Program Effectiveness; Secondary Education; *Secondary School Students; *Self Esteem; Student Teacher Relationship

One of the theories favoring alternative schools suggests that scholastic success and social support raise students' self-esteem and reduce their provocation to become delinquents. A longitudinal study was conducted to determine the effectiveness of three alternative secondary schools in improving the behavior of highly delinquent and disruptive students. These students were also compared to students in the conventional schools from which they came. The data indicated that the alternative schools made a significant difference in the behavior of students who were less anxious and depressed and whose delinquency seemed effective in defending against negative affect. The assertion that poor scholastic experiences are significant causes of delinquent behavior, particularly at school, received substantial support. Further research is needed to determine whether alternative school-based programs should screen out very depressed and anxious students because the programs are less likely to help them. (JAC)

ED218616 CS206947

Hebert, Elsie S.

Teaching the Advertising Sales Course: A Pragmatic Approach.

Pub Date Jul 82

Note-18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Advertising; *Course Content; Course Descriptions; Education Work Relationship; Higher Education; Job Skills; Journalism Education; Layout (Publications); Salesmanship; Sales Workers

Louisiana State University requires an advertising sales course of all advertising majors. A major objective of the course is to provide the student an opportunity to acquire some practical experience in the advertising field, often the only media experience a graduate has to offer a prospective employer. To help teach students how to plan, execute, and process print advertising, and to learn how to deal with a variety of selling, marketing, and advertising situations, the class is divided into two-person sales teams and each team works in the campus newspaper advertising department. One member sells the first nine weeks, and the other team member handles the ad copy and layout, and processes the ad, with the partners switching roles at midsemester. Grading is based on the number of lines sold, with a minimum requirement of one sold ad and one new layout per week. Students are provided with a sales packet, containing the course syllabus, a set of instructions for processing ads, a newspaper identification card, advertising rate sheets, and a publication schedule for the client. Fach team receives four beginning accounts but must continue to cultivate new clients. The sales packet also contains information on type designations, copyfitting, and processing procedures to assist the layout team member. (A course syllabus and reading assignment list are appended.) (HTH)

ED218721 EA014731

Chapman, Carmen Woods; And Others

Local School District Approaches to Assessment and Evaluation.

Illinois State Board of Education, Springfield. Evaluation and Assessment Section.

Pub Date 82

Note-208p.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Academic Standards; Accountability; Administrator Role; *Board of Education Policy; Curriculum Evaluation; Elementary Secondary Education; *Formative Evaluation; Minimum Competencies; Principals; *Program Evaluation; School Districts; State Boards of Education; State School District Relationship; *Student Evaluation; Teacher Role

Identifiers-*Illinois; *Illinois State Board of Education

The Illinois State Board of Education's Advisory Policy on Evaluation and Assessment encourages districts to develop and implement total student assessment and program evaluation policies. The Board suggests that these policies include provisions for (1) a process for curriculum review; (2) a range of local standards for achievement in mathematics, reading, and other areas; (3) assessment at one secondary and two elementary levels, or more; (4) multiple indicators for student assessment; (5) the use of data for defining student programs; and (6) regular reports to the local community on the development, implementation, and results of the assessment program. Various approaches that are working for students and staff in six widely varied local districts are presented in this document. The processing, continually being refined to adapt to ongoing district goals, emphasize optimal student achievement, active curriculum development, and continual program monitoring. Teachers are deeply involved in all aspects of the process. In most cases the building principal is the key leader, linking the use of the process at the school level with interpretation of program results to parents, the community, and school district administrators and board members. Policies described are from Illinois' Belleville, Decatur, Evanston, Urbana, Wheaton, and Wheeling districts. (Author/PGD)

ED218889 EC143154

Pierce, Mary M.; And Others

Partner Learning: Concept and Rationale.

Pub Date 13 Apr 82

Note-20p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session T-39).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Consultation Programs; *Cooperation; Cross Age Teaching; *Disabilities; Educational Philosophy; Elementary Secondary Education; Models; *Peer Teaching; Teacher Role; *Team Teaching; *Tutoring

Identifiers-*Collaborative Teaching

The collaborative teaching/learning model encompasses peer and cross age tutoring, as well as team teaching, consulting, and professional pairing on the part of teachers, and focuses on learning as a cooperative rather than competitive process for nondisabled and disabled students. Rewards accrue to the tutee (such as increased individualized attention, influence of a role model, and gains in self esteem) as well as to the tutor (including increased competence in academic areas and improved social skills). The teacher is given such benefits as increased opportunity for individualizing, development of partnerships with other teachers, greater attention given to low performers, and development of more positive attitudes. (CL)

ED218951 FL013041

van Ek, J. A.

Language Learning in Higher, Further and Adult Education, Including Multi-Media Programmes.

Council for Cultural Cooperation, Strasbourg (France).
Report No-CC-GP4-(81)-31
Pub Date 10 Nov 81
Note-8p.; Paper presented at the conference "Across the Threshold towards Multilingual Europe--Vivre le Multilinguisme Europeen" (Strasbourg, France, February 23-26, 1982). For related documents, see FL 013 042-046.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education; Educational Objectives; Foreign Countries; Higher Education; *Individualized Instruction; *Learning Motivation; *Multimedia Instruction; Pilot Projects; Postsecondary Education; *Second Language Instruction; Teaching Methods
Identifiers-Europe (West)

A review of contributions to the Modern Languages Project of the Council for Cultural Cooperation shows that all the project activities derive from the recognition of the importance of stimulating and maintaining motivation. Studies have shown that the key to this objective is the willingness to let participants take responsibility for their own learning. Terminal and intermediate objectives chosen by the learners play an important role in motivating learners for sustained efforts. Another important factor is the availability of multimedia resources; use of these resources and systems is indispensable if the maximum number of learners are to be given access to language learning facilities. This overview of various aspects of promotion of foreign language learning by adults suggests a number of lines of development and experimentation to be considered in the Council of Europe's framework. These deal with: (1) identification of adult learning objectives, (2) continued pilot experimentation, (3) methods development, (4) development of procedures for promoting autonomy in language learning, and (5) promotion of multimedia systems for communicative language learning. (AMH)

Story, Marilyn

The Hospice Concept of Care: A Family Centered Approach.

Pub Date Oct 81
Note-12p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Milwaukee, WI, October 13-17, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Coping; Death; *Delivery Systems; *Emotional Adjustment; *Family Involvement; Family Problems; Grief; *Health Services; Home Programs; Hospitals; Interdisciplinary Approach; *Patients; Program Descriptions
Identifiers-*Hospices; *Terminal Illness

This description of the Cedar Valley Hospice program emphasizes palliative and supportive care for terminally ill patients and their families. The history of the hospice movement is outlined along with a description of the Cedar Valley program and the results of a 1980 program evaluation. The appendices contain a statement of the hospice goals and an explanation of standards for a hospice program of care, including: (1) an interpretation of the kinds of care and support available to the patient and the family; (2) the qualifications of the interdisciplinary team; (3) the development of a volunteer staff; and (4) the availability of services regardless of the individual's ability to pay. (JAC)

ED218596 CS006742

Nagy, William E.; Anderson, Richard C.

The Number of Words in Printed School English. Technical Report No. 253.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Jul 82

Contract No-400-76-0116

Note-136p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Child Language; Content Analysis; Discourse Analysis; Elementary Secondary Education; Reading Materials; *Reading Research; *Vocabulary; Vocabulary Development; *Word Frequency; *Word Lists

To determine the number of distinct words in printed school English, a study analyzed a 7,260 word sample from the "Word Frequency Book" prepared by J. B. Carroll, P. Davies, and B. Richman. Projecting from the sample to the total vocabulary of school English, the best estimate was that it contained about 88,500 distinct words. Furthermore, for every word a child learned, it was estimated that there were an average of one to three additional related words that should also be understandable to the child, the exact number depending on how well the child is able to utilize context and morphology to induce meanings. Based on this analysis, a reconciliation of estimates of children's vocabulary size was undertaken. It showed that much of the extreme divergence in estimates was due to the definition of "word" adopted. The findings indicate that even the most ruthlessly systematic direct vocabulary instruction could neither account for a significant proportion of all the words children actually learn, nor cover more than a modest proportion of the words they will encounter in school reading materials. (Author/HOD)

ED218637 CS207045

Vande Kopple, William J.

Functional Sentence Perspective and Some Related Recent Work in Discourse Analysis.

Pub Date 15 May 82

Note-12p.; Paper presented at the Meeting of the Great Lakes Area Rhetoric Association (Chicago, IL, May 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cohesion (Written Composition); *Discourse Analysis; Linguistic Theory; Paragraphs; *Sentence Structure; *Syntax; *Writing Instruction

Identifiers-*Functional Sentence Perspective; *Textual Analysis

There are three dominant conceptions of functional sentence perspective (FSP): (1) a sentence should be analyzed into several segments, each having a different degree of what is called communicative dynamism; (2) a sentence should be analyzed into two segments, the theme and the rheme; and (3) a sentence should be analyzed into two segments, the topic and the comment. More recently, scholars such as Peter Fries have used some notions derivable from FSP to talk about the perceived structure of texts. One important claim is that the information contained within the themes of all the sentences of a paragraph creates the method of development of that paragraph. Other lines of research that are closely related to work in FSP and that have some promising practical sides show paragraphs to be consistent with the third view of FSP. For example, a sentence will be easy to comprehend if its given information is easy to recognize, matches a direct antecedent in memory, and occurs before the new information. Composition instructors should teach their students the principles of the third view of FSP and should show them how to adjust English syntax to make their sentences conform to these principles. Doing this should help students produce more readable and memorable essays, should make them more sensitive to the informational needs of their particular readers, should provide them with guidelines for revision, should help them develop greater syntactical facility, and should help them write sentences moving from shorter subjects to longer predicates rather than from longer subjects to shorter predicates. (HOD)

Bonuso, Carl; Shakeshaft, Charol

The Influence of Gender in the Selection of Secondary School Principals.

Pub Date Mar 82
Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Attitudes; Administrator Qualifications; *Administrator Selection; *Females; *Principals; Secondary Education; *Sex Discrimination; State Surveys
Identifiers-*New York

A sample of 472 superintendents in New York State participated in this study, which examined the presence of sex discrimination in the selection of secondary school principals. The superintendents were asked to rate a hypothetical applicant resume that included credentials and a photograph. A hypothetical job description of a secondary school principal and a questionnaire were also included in the packet. The results of the study indicated no difference based on gender in the ratings of applicants with identical qualifications. In a follow-up investigation, 59 superintendents (from the original sample) who had hired one or more secondary principals during the 1980-81 school year were interviewed concerning their hiring experiences. The majority of these superintendents stated that few female applicants were qualified for the job, an assertion the researchers were unable to confirm or refute. The study reaches no conclusions about the presence or absence of sex discrimination in hiring practices, but suggests that the small number of women hired as secondary school principals in New York State may be due to an insufficient number of women applying for the position and to continued sex discrimination. (Author/WD)

ED218741 EA014768

The Issue of Binding Arbitration in the Public Schools. Public Review of Educational Policy (PREP).

Pennsylvania School Boards Association, Inc., Harrisburg.

Pub Date Apr 82

Note-37p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Arbitration; Collective Bargaining; Elementary Secondary Education; *Labor Legislation; Labor Problems; Labor Relations; Political Power; Power Structure; *Public Policy; Unions

Identifiers-*Pennsylvania; *Politics of Education

Intended primarily for educators, legislators, and the general public in the state of Pennsylvania, this public affairs brochure addresses the question of whether binding arbitration should be legislated in that state as a means of resolving labor disputes between a local school district and its employees. The brochure reviews the history of arbitration, where it can be found today, and the evolution of labor legislation in Pennsylvania. Several arguments are advanced against the use of binding arbitration, claiming that an imbalance for the public interest would result. Also discussed are the constitutionality of arbitration, the fiscal ramifications of its adoption, and problems inherent in the arbitration process. (Author/WD)

ED218821 EC142773

Barriers to Full Participation of Lower Socioeconomic Parents of Special Education Students in School Activities.

San Diego State Univ., CA. Dept. of Special Education.
Spons Agency-California State Dept. of Education, Sacramento.
Pub Date Mar 81
Grant-37-3062-80-3293-7100
Note-120p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Disabilities; Elementary Secondary Education; *Lower Class; *Parent Attitudes; *Parent Participation; Questionnaires; *Teacher Attitudes

The study, involving 160 families, was designed to identify the barriers that lower socioeconomic parents of special education students encounter when they attempt to participate in their child's educational program and to develop a handbook of ideas based on parents' suggestions for overcoming those barriers. Interviews were conducted with parents and teachers in seven areas: level of participation in school site activities, extent of participation in educational decision making, difference in participation related to placement, special education compared to regular education parent participation, barriers to parental participation identified by parents, barriers identified by teachers, and strategies and activities recommended by parents. Among major findings were that parents of learning disabled students participated less than parents of physically or severely handicapped students, and barriers to participation identified by parents varied slightly with ethnicity but most barriers were consistent across all groups.

Appendixes, which make up more than half the document, include interview forms, letters, and consent forms. (SB)

ED218844 EC143106

Christenson, Sandra; And Others

Institutional Constraints and External Pressures Influencing Referral Decisions.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Report No-IRLD-RR-58

Pub Date Oct 81

Contract No-300-80-0622

Note-28p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Compliance (Legal); *Disabilities; Elementary Secondary Education; Organizational Climate; *Referral; *Student Placement; Teacher Attitudes

Information about the process for referring students to special education was collected from 47 regular and 5 special education teachers. Organizational factors, such as "district procedures" or an individual's perceptions of the professional competence of referral recipients, and availability of services were examples cited as institutional constraints. Outside agency influence, socio-political climate, federal or state requirements, and concerns of parents were cited as external pressures that may be influential in referral decisions. Consistency of the institutional constraints between special education directors and teachers suggested the need for reorganization of the team decision making process. (Author/CL)

ED218866 EC143131

Gibson, Joan M.; Young-Brockopp, Dorothy

The Perceived versus the Expressed Needs of Parents of Handicapped Children.

Pub Date Apr 82

Note-16p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (59th, San Francisco, CA, March 29-April 3, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disabilities; Elementary Secondary Education; Emotional Adjustment; Needs Assessment; *Parent Attitudes; *Professional Personnel

A pilot study was designed to provide 11 parents of special education children with the opportunity to share common concerns about their children and to share the feelings that can often be roadblocks to their child's progress. Participants as well as 61 parents of newly identified handicapped children and 51 professionals filled out the Parental Needs Questionnaire. Results showed that professionals' focus on the feelings of parents of handicapped children is often inaccurate. The 10 items wherein the perceived needs were significantly different from the expressed needs involved the feelings of guilt, anger, and fear. The remaining 10 items on which parents and professionals had general agreement reflect feelings of anger, fear, helplessness, and hurt. A ranking of questionnaire items is included. (SB)

ED218428 CE031218

Goodson, Ludy

Engine Tune-Up Service. Unit 5: Fuel and Carburetion Systems. Review Exercise Book. Automotive Mechanics Curriculum.

Florida State Univ., Tallahassee. Career Education Center.
Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date Apr 78
Note-141p.; For related documents see CE 031 208-222 and CE 033 108-109.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Auto Mechanics; Check Lists; *Engines; Evaluation Criteria; *Fuels; *Motor Vehicles; Postsecondary Education; Pretests Posttests; Review (Reexamination); Secondary Education; Study Guides; *Trade and Industrial Education
Identifiers-*Automotive Fuel Systems; *Automotive Tune Up; Carburetion System; Carburetors

This book of pretests and review exercises is designed to accompany the Engine Tune-Up Service Student Guide for Unit 5, Fuel and Carburetion Systems, available separately as CE 031 217. Focus of the exercises and pretests is inspecting and servicing the fuel and carburetion systems. Pretests and performance checklists are provided for each of the ten performance objectives contained in the unit. There are 25 review exercises that are short check-ups to let the student know how well she/he has learned the material for one or more work activities covered in the Student Guide. Answers to all of the exercises are found at the back of the book. (YLB)

ED218488 CE033109

Goodson-Roberts, Ludy; And Others

Engine Tune-Up Service. Unit 1: Battery and Cranking System. Posttests. Automotive Mechanics Curriculum.

Florida State Univ., Tallahassee. Career Education Center.
Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date Dec 77
Note-33p.; for related documents see CE 031 208-222 and CE 033 108.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Auto Mechanics; *Electric Batteries; *Engines; Postsecondary Education; Pretests Posttests; Secondary Education; *Trade and Industrial Education
Identifiers-*Automotive Cranking Systems; *Automotive Tune Up

This book of posttests is designed to accompany the Engine Tune-Up Service Student Guide for Unit 1, Battery and Cranking System. Focus of the posttests is the testing of the battery and cranking system. Four multiple choice posttests are provided, one for each of the performance objectives contained in the unit. (No answer keys are provided.) (YLB)

ED218510 CE033166

Thorogood, Raymond

Supporting YOP. Suggestions for Colleges Involved in the Youth Opportunities Programme.

Further Education Curriculum Review and Development, London (England).
Pub Date Jul 79
Note-99p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Guides; Adolescents; Adult Basic Education; *Career Education; Communication Skills; Coordination; Counseling; Course Descriptions; Daily Living Skills; Dropout Programs; Dropouts; Educational Cooperation; Education Work Relationship; *Employment Potential; Guidance; Guidelines; Interpersonal Competence; *Job Skills; *Job Training; Program Descriptions; *Program Implementation; Staff Development; Unemployment; Vocational Adjustment; *Work Experience Programs; Youth Employment; Youth Programs
Identifiers-England; *Youth Opportunities Programme (England)

This guide contains advice for staff in colleges that are offering elements of the Youth Opportunities Program (YOP). Designed to enhance the employability of 16-18 year olds who have left school, have not enrolled in further education classes, and who are unemployed, the YOP provides work experience, knowledge and skills relevant to local labor needs, personal skills and attitudes that are needed both at work and in adult life in general, and strategies for finding jobs. In a discussion of the relationship between YOP and further education, the content aims, and characteristics of YOP are outlined. Various work preparation courses are described, including short assessment, occupational selection, short industrial, and remedial courses. Covered next are such aspects of educational support for work experience as infill, special vocational courses for YOP, basic education, and social and life skills. The remaining chapters deal with integrated provision, guidance and counseling, educational consultancy, and staff development. Appended to the guide is information of components of YOP; rationale behind YOP; partners in the process; syllabus for work, life, and communication skills; examples of coordination; profiles of provision; and assessment profiles. (MN)

ED218575 CG016076

Ross, David B.

Counseling in the Year 2000: A Day in the Life of a Counselor.

Pub Date Mar 82
Note-18p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Communication Skills; *Computer Oriented Programs; Counseling Objectives; *Counselor Client Relationship; *Counselor Role; *Counselors; *Futures (of Society); Long Range Planning; Models; Social Change; State of the Art Reviews; *Technological Advancement

This paper presents a view of counseling in the year 2000 and lists future trends particular to counseling through a scenario entitled "A Day in the Life of a Counselor," which predicts the impact of computers and technological change. Changes in job skills, work values, and places of employment and the role of the counselor in meeting changing needs of clients are also discussed. The materials contain the prediction that technology will not change the counselor's basic role of fostering self-understanding and communication between persons, and also present a hypothetical dialogue which illustrates this future role of the counselor. (JAC)

ED218680 CS503864

Greene, John O.; Sparks, Glenn G.

Towards a Reconceptualization of Communication Apprehension: A Cognitive Approach.

Pub Date May 82

Note-43p.; Paper presented at the Annual Meeting of the International Communication Association (Boston, MA, May 2-5, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cognitive Development; Communication (Thought Transfer); *Communication Apprehension; *Communication Research; *Goal Orientation; *Interaction; Interpersonal Competence; *Models; *Self Concept

Among the characteristics of communicative apprehensive individuals are fearful reactions to communication situations, perceptions of low personal competency, an inability to identify appropriate social behaviors, and an anticipation of negative outcomes to interaction. One proposed model for communication apprehension assumes that a state of apprehension arises as a result of an inability to identify communication behaviors expected to lead to a realization of the interaction goal (perceived outcome). The chance of arriving at an expectation of goal accomplishment is increased as the number of alternatives under consideration is increased. These expectations arise as a result of a cognitive evaluation process that may involve both personality and situational factors. The model assumes that the task of the individual is to identify some behavior or behavioral strategy which, when enacted in the presence of one's co-interactant, will result in [illegible]complishment of some end. An initial test of the model to determine its use to predict the occurrence of a state of communication apprehension showed that expected success in accomplishing an interaction goal and expected self-image maintenance were both significant predictors of anxiety. (HOD)

ED218761 EA014789

Gmelch, Walter H.; Swent, Boyd

Management Team Stressors and Their Impact on Administrators' Health.

Pub Date Mar 82
Note-36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982). Tables may reproduce poorly due to light, broken print of original document.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrative Problems; Administrator Characteristics; Administrator Role; *Administrators; Elementary Secondary Education; Physical Health; State Surveys; Statistical Analysis; *Stress Variables; Tables (Data); Work Environment
Identifiers-Administrative Stress Index

School administrators suffer greater stress from administrative constraints than from any other stress factors, according to a survey of over 1,150 Oregon elementary and secondary principals and vice-principals, superintendents, and central office administrators. Researchers isolated 35 stressors, or stress-inducing situations, that could be grouped into 5 categories of 7 stressors each: administrative constraints, administrative responsibilities, interpersonal relations, intrapersonal conflict, and role expectations. Of the ten stressors perceived as most bothersome, five were from the administrative constraints category. Rank-order analysis revealed that administrators at all levels share many common stressors, though the specific values assigned the stressors by those at different levels may be quite divergent. Higher levels of stress were also consistently associated with reports of poor health, regardless of the stressor involved. The most important elements common to major stressors were identified as the management of time in time-consuming activities, the need to comply with rules and policies, and the maintenance of interpersonal relations. (Author/PGD)

ED218782 EA014810

The Report and Recommendations of the New York State Special Task Force on Equity and Excellence in Education. Volume Three.

New York State Special Task Force on Equity and Excellence in Education.
Pub Date Feb 82
Note-93p.; For related documents, see EA 014 809 and ED 214 268.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Educational Finance; Elementary Secondary Education; *Equalization Aid; *Finance Reform; *Financial Problems; *Fiscal Capacity; Models; Program Costs; Program Implementation; School Districts; *State Aid; Tables (Data); Taxes
Identifiers-*Educational Equity (Finance); Municipal Overburden; New York; *State Aid Formulas; Tax Limitations

Appointed in 1978, the New York State Special Task Force on Equity and Excellence in Education was charged with improving educational equity in the state. This volume of the report first presents seven alternative school finance plans developed by the task force to demonstrate how its recommendations could be implemented. The report notes each plan's characteristics regarding minimum state aid guarantees, pupil count, student needs, school district fiscal capacity, equity effects, and special features. It also presents recommendations and task force members' statements on the plans' costs and implementation. The volume also contains task force research results and proposals on state aid programs affecting transportation, building, and cooperative provision of educational services. Suggestions about how to help city school districts with constitutional tax limits are also outlined, as are the results of a study of the use of income taxes as "circuit breakers" to reduce unfair property tax burdens. Appendices provide a proposed state aid adjustment formula based on municipal overburden, plus cost-of-living indices for New York State's counties. (Author/RW)

ED218801 EA014831

Lines, Patricia M.

Private Education Alternatives and State Regulation. Working Paper.

Education Commission of the States, Denver, Colo. Law and Education Center.

Pub Date Aug 81

Note-16p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Compulsory Education; Court Litigation; Educational Legislation; Elementary Secondary Education; *Government School Relationship; *Home Schooling; Parochial Schools; *Private Schools; *School Choice; State Courts; *State Legislation; State Standards

Identifiers-Religious Freedom; Supreme Court

Based on the alleged growth in the number of families seeking unapproved alternative schooling arrangements, this paper reviews related state legislation and court litigation. Both home schooling and small, unapproved private schools are discussed. According to the paper, in virtually every state, enforcement of minimum standards for private education comes through compulsory attendance laws, which nevertheless vary greatly. Some states require certification of teachers and schools, some only approval, and some only minimal evidence that schooling takes place. The courts have struck down state laws forbidding private education. They have also indicated that in particular situations some families can be excused from an otherwise constitutional compulsory attendance law. In state court litigation concerning the legitimacy of religious schools, court findings have varied greatly, sometimes emphasizing the interests of the state and sometimes the individual's interest in the free exercise of religion. The authors suggest that because of the growth of alternative educational arrangements, the states with the strictest laws may soon be faced with challenges to their compulsory attendance regulations. Limited testing suggests that most alternatives are educationally adequate. The authors conclude by suggesting several provisions to reassure educators opposed to relaxed compulsory schooling laws. (Author/JM)

ED218934 FL012994

Cole, Peter; And Others

A Computer-Assisted Program for the Teaching of Modern Hebrew.

Illinois Univ., Urbana. Language Learning Lab.

Pub Date 81

Note-18p.

Available from-Not available separately, see FL 012 990.

Document Not Available from EDRS.

Descriptors-College Second Language Programs; *Communicative Competence (Languages); *Computer Assisted Instruction; Educational Games; Feedback; Grammar; *Hebrew; Higher Education; Online Systems; Orthographic Symbols; Pattern Drills (Language); Programed Instructional Materials; Programing Languages; Puzzles; Second Language Instruction; Teaching Methods; Translation; Vocabulary Development; *Writing Skills; Written Language

Identifiers-Israel; *PLATO IV; TUTOR Programing Language; University of Illinois Urbana Champaign

The use of PLATO computer assisted instructional materials to teach Modern Hebrew at the University of Illinois is considered. To enable students to progress toward competency with the full range of styles in use in Israel including conversation, journalistic, and literary Hebrew, an emphasis is placed on informal spoken Hebrew during the first year. The classroom work is accompanied by about an hour and a half of computer practice a week. The only portion of the PLATO curriculum that does not allow students complete freedom with regard to what exercises they wish to do is the grammar section. After completion of an exercise, the student is told the score which is recorded for the teacher, but which is not used in grading. Students may be required to do an additional exercise on the same topic. Word games that draw upon the student's vocabulary knowledge and a spelling bee where students challenge one another are included. Students may elect to do a crossword puzzle, the content of which reflects the vocabulary of the unit studied that week. They may also choose to do review drills on the Hebrew verb conjugations and the Hebrew number names. Recently the TUTOR programming language has been modified to incorporate system-level implementation of leftward written texts and student responses, and the PLATO system uses a special character set to write in Hebrew. Since the PLATO markup algorithm was designed primarily to deal with English phonetic structure and orthography, it does not properly handle several common errors made by Hebrew students. Future plans may include instruction in Biblical Hebrew, which would enable students of Modern Hebrew to learn the grammatical differences between the two forms of Hebrew. (SW)

ED218972 FL013072

Barkin, Florence, Ed.; And Others

Bilingualism and Language Contact: Spanish, English, and Native American Languages. Bilingual Education Series.

Report No-ISBN-0-8077-2671-0

Pub Date 82

Note-320p.

Available from-Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027 ($24.95).

Document Not Available from EDRS.

Descriptors-*American Indian Languages; American Indians; *Bilingualism; College Second Language Programs; Cultural Influences; Descriptive Linguistics; English; Language Maintenance; *Language Research; Language Usage; Mexican Americans; Native Language Instruction; *Second Language Instruction; Second Language Learning; Sociolinguistics; *Spanish; Teaching Methods

Identifiers-*English (Southwest); Language Contact; Language Shift; Mexico; *United States (Southwest)

Spanish, English, and American Indian languages in the southwestern United States and northern Mexico and bilingualism and language contact in the region are addressed in a collection of articles. Approaches to research in the languages of this region are discussed in articles by Valdes, Lope Blanch, and Brandt. Cultural and sociolinguistic aspects of American Indian speech are dealt with in articles by Kroskrity, Spolsky and Irvine, Cooley and Lujan, Siler and Labadie-Wondergem, and Leap. Border Spanish is discussed by Barkin, Floyd, Jaramillo and Bills, Lantolf, Webb, and Valdes and others. Articles on language teaching include: (1) "The Acquisition (?) of Spanish as a Second Language" (Edelsky and Hudelson); (2) "Second-Language Acquisition and Foreign Language Teaching: Spanish Language Programs at a University on the U.S.-Mexican Border" (Teschner); (3) "Natural Texts and Delayed Oral Production: An Indigenous Method for the Teaching of American Indian Languages" (Montgomery); and (4) "Classroom Implications of Culturally Defined Organizational Patterns in Speeches by Native Americans" (Scafe and Kontas). Finally, language maintenance, shift, and use are discussed by Amastae, Aguirre, and Floyd. (JB)

ED218658 CS207082

Ziviani, Jenny

Effects of Pencil Shape and Size on Motor Accuracy and Pencil Posture of 8 Year Old Children.

Pub Date [81]

Note-14p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Research; Elementary School Students; Grade 3; *Handwriting Materials; *Handwriting Skills; *Motor Development; *Object Manipulation; Primary Education

Identifiers-*Pencil Shape

To determine the effects of pencil shape and size on motor accuracy and pencil posture of eight-year-old children, a study randomly assigned 54 third grade school children to one of three experimental conditions: (1) using a standard 2B pencil, (2) using a 1.5 cm thick 2B pencil, and (3) using the standard 2B pencil with the attachment of an "easy-grip." Children were then asked to complete the Southern California Motor Accuracy Test. Subsequently they were asked to write their name, birth date, and address on the test sheet. Performance on the test revealed that pencil shape and size had no influence on the ability of children to perform a motor accuracy test. However, more mature pencil posture was adopted by those children using the thicker pencil and those equipped with an "easy-grip." (HOD)

ED218914 EC143198

Wartella, Alisa Berger; Williams, Diane
Speech and Language Assessment of Black and Bilingual Children.
Pub Date Apr 82
Note-60p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session F-55).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Black Dialects; *Black Youth; *Cultural Differences; Informal Assessment; *Language Acquisition; Language Tests; Nonstandard Dialects; Preschool Education; *Spanish Speaking; *Speech Tests; *Testing Problems

The paper examines aspects involved in providing an accurate evaluation of speech and language of culturally different preschool children. Dialectical differences of Spanish and Black English speakers are detailed. Culturally based nonverbal behaviors and situational factors, including touching behavior and eye contact, are considered. Cultural influences in such standard tests as the Peabody Picture Vocabulary Test and the Illinois Test of Psycholinguistic Abilities are noted. The necessity of using informal testing with this population is stressed, and the existence of several developmentally referenced/commercially available tests is discussed as well as standardized tests which may be appropriate for the culturally different preschooler. (An annotated bibliography of 16 preschool tests is also provided.) (CL)

ED218450 CE031892

Methods and Materials of Vocational Counselling. Student Manual.
Canada Employment and Immigration Commission, Ottawa (Ontario).
Occupational and Career Analysis and Development Branch.
Pub Date 81
Note-232p.; For a related document see CE 031 891.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Behavioral Objectives; Career Choice; *Career Counseling;

*Career Exploration; Career Planning; *Counseling Techniques; *Counselor Training; Decision Making; Instructional Materials; *Job Search Methods; Learning Activities; *Occupational Information; Postsecondary Education; Professional Continuing Education; Resources; Self Evaluation (Individuals)
Identifiers-CHOICES (Program); Creating a Career Program; Creative Job Search Technique; PLACE (Program)

Intended for vocational counselors who are either relatively new to their field or who need to become acquainted with newly developed tools in the field, this student manual is a resource book for a course on methods and materials of vocational counseling. The "Index to Canadian Occupations" and "Your Personal Occupation Selector" are discussed as tools for identifying suitable occupations. Described next are various tools for exploring occupations, including Careers Provinces fact sheets, the Canadian Classification and Dictionary of Occupations, Career Canada booklets, the Canadian Occupational Forecast and Foward Occupational Imbalance Listing, and college and university program tables. Next the PLACE system, a system that fulfills the employment readiness stage of the career counseling progression, is outlined. Set forth next are the methods and materials of the Creative Job Search Technique. Two additional programs--one a computerized self-assessment system called CHOICES and the other a curriculum-based vocational counseling program called Creating a Career--are discussed. Each unit contains the following: a description of the given tool or program, a list of its components, and a description of the information that it provides. (MN)

Weinglass, Janet; Steil, Janice M.
When is Unequal Unfair: The Role of Ideology.
Pub Date Aug 81
Note-28p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Access to Education; Attitude Measures; *Females; *Feminism; Fundamental Concepts; Jews; *Judaism; *Justice; *Religious Education; Sex Differences; *Sex Discrimination; Social Cognition; Social Values
Identifiers-*Ideology

Theorists concerned with issues of social justice assert that ideology plays a substantial role in mediating perceptions of injustice and feelings of relative deprivation. To investigate the impact of feminism and religious fundamentalism on the perception of injustice in the content of sex differences in a study of traditional religious practices, 121 Jewish women were questioned about their perception of injustice, their sense of personal deprivation (limited personal opportunity for Talmudic study) and fraternal deprivation (sex differences in access to Talmudic study are unfair to women), and their desire for change in this religious area. Both positive attitudes towards feminism and low religious fundamentalism significantly increased the likelihood of a sense of personal deprivation and desire for change. Subjects scoring high on religious fundamentalism were less likely to desire increased opportunities for Talmudic study. Ideology did not impact on subjects' awareness of existing sex differences but did affect the way these differences were interpreted. The results highlight the importance of ideology as a mediator of the perception of injustice. (Author/JAC)

ED218552 CG016052

Shimahara, Nobuo Kenneth

Polarized Socialization.

Pub Date Mar 82

Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Ethnography; Group Dynamics; *Grouping (Instructional Purposes); High Schools; *High School Students; *Peer Influence; Peer Relationship; Racial Relations; *Racial Segregation; *Socialization; Student Adjustment; *Student Behavior

One of the characteristics of ethnography is the use of concrete examples to shed light on the context of human experience. As part of a 2-year ethnographic project, students in a high school located between a deteriorating city and an affluent suburb were interviewed and observed to study the interaction between the school as a social system and adolescent adaptive behavior based on the peer reference process. The results indicated that polarized socialization at the school occurred in informal activities mediated by peer groups and curricular activities differentiated by academic performance. While clearly visable, both students and teachers considered the socialization process to be a natural phenomenon related to residential patterns. Sectioning was identified as the most powerful formal device that not only separated blacks and whites but also determined the structuring of educational knowledge and experience. Students appeared to act, to a significant extent, according to the teachers' expectations of them. Further research is needed to determine the effect of class on students in terms of placement in sections and associational patterns. (JAC)

ED218617 CS206948

Glynn, Carroll J.; McLeod, Jack M.

Public Opinion Du Jour: Its Impact on Communication and Voting Behavior.

Pub Date Jul 82

Note-34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Communication Research; *Elections; Influences; Mass Media Effects; *News Media; Political Attitudes; *Public Opinion; Social Science Research; Television; *Voting

Identifiers-*Interpersonal Communication; *Media Use; Presidential Campaigns

A study was conducted during the 1980 presidential campaign to answer three questions about the nature of public opinion: (1) What is the effect of customary patterns of mass media use and interpersonal communication on perceptions of public opinion about election campaigns? (2) What effect does the magnitude of discrepancy between a person's own vote choice and his/her perception of public opinion have on the use of mass media and interpersonal communication during the campaign? and (3) What is the relationship between own preference and perceived public opinion discrepancy, campaign communication behavior, and changes in vote preferences during the campaign? Telephone interviews were conducted with 98 eligible voters in Dane County, Wisconsin, three times--twice prior and once after the election. Results indicated perplexing and sometimes ambiguous answers to the questions. Television influence appeared stronger than either newspaper or interpersonal communication influence. In answer to the second question, the "spiral of silence" theory, that those who see their position losing ground will stop talking with others, was given little support. Data on the third question indicate connections between perception of public opinion and personal vote preferences, but the complexity of the issue does not permit a strong assertion of causation. (JL)

ED218890 EC143155

Ellington, Carol; Winkoff, Leslie

An Introduction to Career Education at the Elementary Level: With Parent, School and Community Involvement.

Pub Date Apr 82

Note-9p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session T-49).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Awareness; *Career Development; *Career Education; *Career Guidance; Career Planning; *Disabilities; Elementary Education; Parent School Relationship

Career education, viewed as a comprehensive educational program focusing on skill development in vocational, leisure, and personal tasks, should begin with handicapped students at the elementary level. Elements of such a program include awareness of self, career, economics, decision making skills, and employability skills. Career education should begin with a cooperative home/school effort, in which the schools provide career guidance and counseling. Parents may avail themselves of resources outside the school to aid in their child's career development. (CL)

ED218952 FL013042

Bergentoft, R.

Language Learning in Schools.

Council for Cultural Cooperation, Strasbourg (France).

Report No-CC-GP4-(81)-32

Pub Date 7 Dec 81

Note-11p.; Paper presented at the conference "Across the Threshold towards Multilingual Europe--Vivre le Multilinguisme Europeen" (Strasbourg, France, February 23-26, 1982). For related documents, see FL 013 041-046.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Communicative Competence (Languages); Curriculum Development; *Educational Assessment; Elementary Secondary Education; *Experimental Programs; Foreign Countries; International Educational Exchange; Language Attitudes; Material Development; *Second Language Instruction; Teaching Methods

Identifiers-Europe (West)

Experimentation in the field of foreign language teaching and learning is underway in several countries under the auspices of the Council of Europe. A review of projects shows that many ways of introducing the communicative approach to language teaching have been tried. Experts from the Council for Cultural Cooperation visited member European countries in the late 1970s to accomplish the following objectives: (1) to talk with ministerial authorities on educational matters, (2) to have contact with the national project leaders and participants, and (3) to visit classrooms and observe learning activities. These visits provided the basis for an overview of developments and a summary of problems. Some of the problems involved the effort to strike a balance between the communicative model and the requirements of existing syllabi, the lack of suitable materials, and a feeling on the part of teachers that they do not have the active support of administrators. A meeting of project leaders recommended the formation of a group to deal with materials development, to prepare a study on evaluation and assessment, and to provide guidelines for the composition of intermediate texts. A more positive attitude toward teaching and learning foreign languages marks the efforts of the Council at the present time. (AMH)

ED218992

HE015162

Martin, Mary P., Ed.; Staman, E. Michael, Ed.

The Practice of Institutional Research. Proceedings of a Joint Conference of the Southern Association for Institutional Research and the North Carolina Association for Institutional Research (Charlotte, North Carolina, October 29-30, 1981).

North Carolina Association for Institutional Research.; Southern Association for Institutional Research.

Pub Date Oct 81

Note-102p.

Available from-Southern Association for Institutional Research, ADM 214, University of South Florida, Tampa, FL 33620.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Accountability; Affirmative Action; College Faculty; College Planning; Cost Effectiveness; Educational Assessment; Factor Analysis; Faculty Workload; Higher Education; *Institutional Research; Males; *Management Information Systems; Multivariate Analysis; Professional Associations; *Research Methodology; *Sex Discrimination; *Statewide Planning; Student Attrition; Student Characteristics; *Teacher Salaries; Women Faculty

Proceedings of a 1981 joint conference sponsored by the Southern Association for Institutional Research (SAIR) and the North Carolina Association for Institutional Research are presented. The conference theme was the practice of institutional research. Contents include preconference workshop reports, speeches, abstracts of papers, and reports of SAIR affairs. Documents and authors are as follows: "Nouns, Numbers and Neutrality" (keynote address, Jeffrey Holmes); "Role of National, Regional and State AIR Groups in Enclosing Professional Development" (panel report); "Research in Questions of Equity and Discrimination" (panel report); "Executive Order 11246 and Institutional Research" (William Fendley, Jr.); "Faculty Salary Sex Equity Studies at a Major Research University" (Rodney G. Hurley, Marilyn K. Brown, Frank A. Schmidtlein); "Testing Equity in Salary and Workload at Your Institution" (Gerald W. McLaughlin, James R. Montgomery); "Student Evaluation of Graduate Programs in Selected Southern Universities" (Carol A. Kayla, Virginia Eman Wheeless, Richard D. Howard); "A Markov Chain Application to College Admission Policy" (Robert M. Ussery); "Development of a Planning, Budgeting, and Evaluation Model" (Thomas R. Cochran, Nathaniel L. Felder); "Measurement of Quality in Off-Campus Credit Programs: A Non-Intrusive Approach by a State Agency" (Albert Lynd, Randall R. Powell); "Policy-Impact Analysis: Implications for Institutional Research" (James L. Morrison); and "Modeling with Microcomputers" (R. Gregory Litaker). Additional topics include: planning and management information systems, statewide institutional research, and students/attrition/demographics. (SW)

CE033118

ED218489

Peterson, Kristina; Leinbach, Deborah

The Products and Uses of Research Sponsored by the Administration on Aging.

American Institutes for Research in the Behavioral Sciences, Washington, DC. Gerontological Research Inst.

Spons Agency-Administration on Aging (DHHS), Washington, D.C.

Pub Date Jul 81

Contract No-AoA-90-AR-2173

Note-53p.; Not available in paper copy due to small print.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Aging (Individuals); *Gerontology; Information Dissemination; Information Utilization; *Research Projects; *Research Utilization; *Social Science Research; Tables (Data); Trend Analysis

Identifiers-*Administration on Aging; *Older Americans Act 1965

Based on information gathered from over 100 Administration on Aging-supported research, this report documents some of the products and uses of research sponsored by the Administration on Aging and supported with funds provided under Title IV-B of the Older Americans Act. Following an introductory sketch of its products, uses and users, statistics are provided concerning specific products of Title IV-B research. Examined next are the uses of Title IV-B research as well as some correlates of its use. A summary and conclusions follow. Appended to the report are procedures for data collection and analysis; National Institute of Mental Health (NIMH) final report guidelines; and a bibliography of congressional testimony, published books, television coverage, and newspaper coverage from Title IV-B support. (MN)

ED218722 EA014732

Whitehead, LeRoy E.

Some Problems of Educational Planning in Federal States.

Pub Date Oct 81

Note-22p.; Paper presented at the Annual Meeting of the International Society for Educational Planning (Toronto, Ontario, Canada, October 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Planning; *Federal Government; *Federal State Relationship; *Governmental Structure; Organizational Theories; Policy Formation; *Problems; Research Needs

Identifiers-Federalism (Governmental Structure); *Intergovernmental Relations; Nationwide Planning

Both empirical and theoretical considerations suggest that countries that have adopted federal systems of government have a tendency toward certain types of problems which may constrain the success of educational planning at every level in the educational system. Specific operational examples of such problems are lack of role clarification, and lack of coordination of policies and programs within and between various levels of government. This paper urges greater attention to the study of these problems, their effects on educational planning, and of the various mechanisms being used in an attempt to resolve the problems. Attempts to draw generalizations across a broad range of federal states are encouraged, since such a process would help to enhance understanding of problems related to educational planning in both federal and unitary states. (Author/PGD)

ED218742 EA014770

McDonnell, Lorraine M.; McLaughlin, Milbrey W.

Education Policy and the Role of the States.

Rand Corp., Santa Monica, Calif.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No-ISBN-0-8330-0405-0; Rand-R-2755-NIE

Pub Date May 82

Grant-NIE-G-80-0030

Note-177p.

Available from-Publications, The Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 ($15.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Comparative Analysis; *Educational Policy; Elementary Secondary Education; *Federal Programs; *Federal State Relationship; Government Role; Political Influences; *Program Implementation; *State Federal Aid

Identifiers-Education for All Handicapped Children Act; Elementary Secondary Education Act Title I; *State Role

Focusing specifically on the two largest federal education programs, Title I of the Elementary and Secondary Education Act and the Education for All Handicapped Children Act (PL 94-142), this study analyzes how states implement federal and state education programs. The book is divided into six chapters. Chapter 1 offers background on federal-state relations and explains the research methods used, the grants-in-aid system, and the conceptual framework guiding the study. Chapter 2 describes the four states in the sample and identifies those political and organizational characteristics that shape policy implementation. Chapter 3 presents a comparative analysis of the data and discusses the conditions under which state political factors are most likely to enhance the state education agency's role and capacity. Chapters 4 and 5 examine Title I, PL 94-142, and state programs serving similar student groups. The final chapter addresses policy questions, especially those related to state capacity and its implications for changing federal and state roles in public education. (Author/WD)

ED218845 EC143107

Algozzine, Bob; And Others
Probabilities Associated with the Referral-to-Placement Process.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Report No-IRLD-RR-60
Pub Date Nov 81
Contract No-300-80-0622
Note-25p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Disabilities; Elementary Secondary Education; *Referral; *Special Education; *Student Evaluation

A national survey of 94 Directors of Special Education was conducted to ascertain: (1) the number of students referred for psychoeducational evaluation; (2) the number of referred students evaluated; and (3) the number of evaluated students placed in special education programs. For each of the school years during 1977-80, the percentage of referred students who were evaluated was reported as 92% and the percentage of evaluated students who received special education was 73%. Although the probabilities associated with the evaluation of referred students and delivery of special education services to evaluated students were high, there was considerable variance; there were differences between rural, urban, and suburban communities, and between geographic regions of the United States. (Author/CL)

ED218867 EC143132

Thielman, Virginia B.; And Others

John Tracy Clinic Correspondence Learning Program for Parents of Preschool Deaf-Blind Children. Teacher's Guide.

John Tracy Clinic, Los Angeles, Calif.; Southwestern Region Deaf-Blind Center, Sacramento, Calif.
Pub Date 73
Note-20p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Correspondence Study; *Course Objectives; Curriculum; *Deaf Blind; *Parent Education; Preschool Education

The teacher's guide outlines lessons from a correspondence learning program for parents of preschool deaf blind children. Learning steps and objectives are listed for eight areas covered by the program: communication, gross motor development, fine motor development, eating, sleeping, toilet training, dressing/undressing, and personal hygiene. Among the objectives of the program are encourage the child to develop language to express feelings, develop independence and new motor skills to be used alone or with other children, expand awareness of his environment via picnics and outings, and encourage the child to take full responsibility for his own toilet habits. (SB)

ED218429 CE031219

Morse, David T.

Engine Tune-Up Service. Unit 5: Fuel and Carburetion Systems. Posttests. Automotive Mechanics Curriculum.

Florida State Univ., Tallahassee. Career Education Center.
Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date Apr 78
Note-34p.; For related documents see CE 031 208-222 and CE 033 108-109.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Auto Mechanics; *Engines; *Fuels; *Motor Vehicles; Postsecondary Education; Pretests Posttests; Secondary Education; *Trade and Industrial Education
Identifiers-*Automotive Fuel Systems; *Automotive Tune Up; Carburetion System; Carburetors

This book of posttests is designed to accompany the Engine Tune-Up Service Student Guide for Unit 5, Fuel and Carburetion Systems; available separately as CE 031 217. Focus of the posttests is the inspecting and servicing of the fuel and carburetion systems. One multiple choice posttest is provided that covers the 10 performance objectives contained in the unit. (No answer keys are provided.) (YLB)

ED218470 CE032726

Sandler, Ronnie

"When I Was Little I Didn't Know Girls Could Do That..." A Study of Sex Equity in Vocational Education in New Hampshire.

Women in Skilled Trades, Littleton, NH.

Spons Agency-New Hampshire State Dept. of Education, Concord. Vocational-Technical Education Div.

Pub Date Jun 82

Grant-NH-07875

Note-62p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Access to Education; Administrator Attitudes; *Career Choice; Counselor Attitudes; Decision Making; Enrollment Trends; *Females; High School Seniors; *Nontraditional Occupations; Outcomes of Education; Questionnaires; Secondary Education; *Sex Fairness; State Surveys; Student Attitudes; Teacher Attitudes; *Vocational Education

Identifiers-*New Hampshire

A study examined the internal and external barriers that deny New Hampshire women equal access in vocational/technical classes and sought to ascertain why high school women in New Hampshire predict poorly paying careers for themselves. During the study data were collected from the following sources: vocational enrollment figures for New Hampshire from 1976-1980; an existing study of the decision-making process of New Hampshire high school seniors of the class of 1980; on-site visits to five New Hampshire vocational centers; questionnaires completed by 21 non-traditional female students; and interviews administered to 15 vocational teachers, 7 guidance counselors, and 5 vocational directors. All indications from these data show that there has been no significant increase in non-traditional enrollments in the past 4 years in New Hampshire. Among the external and internal barriers found to deny women equal access to vocational classes and career decisions were the following: sex stereotyping, pressures from friends and family, lack of information about employment opportunities, lack of skill preparation, and lack of support from school personnel. Recommendations called for recruitment, support of non-traditional students, and inservice training for school personnel. (MN)

ED218576 CG016077

Shao, Timothy

Refugee Counseling and Welfare Services: Hong Kong Experiences.

Pub Date 10 Mar 81

Note-13p.; Best copy available. Paper presented at the Meeting of the Migrant Settlement Council for Western Australia (Perth, Australia, March 10, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Counseling Services; Counseling Techniques; *Counselor Role; Counselor Training; Foreign Countries; Program Descriptions; Program Development; *Refugees; *Relocation; *Social Services; *Vietnamese People; Welfare Agencies

Identifiers-*Hong Kong

This paper describes the author's experiences while supervising refugee counselors and providing social welfare services to refugees in Hong Kong. The background of the worldwide refugee problem and the particular situation of Vietnamese refugees in Hong Kong are described in detail. The role of the refugee counselor in preserving the health and dignity of the refugees is discussed, and problems characteristic of high density living are described. The paper concludes with a progress report on the counseling services which lists the problems that had to be overcome in Hong Kong and explains how a program was designed to meet these problems. The action taken and improvements achieved by the program are described along with information about training refugee counselors and other personnel. (JAC)

ED218597 CS006743

Murphy, Gregory L.; Smith, Edward E.

Basic-Level Superiority in Picture Categorization. Technical Report No. 254.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (ED), Washington, DC.; Public Health Service (DHHS), Rockville, Md.
Pub Date Jul 82
Contract No-400-76-0116
Grant-PHS-MH-19705
Note-67p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Abstract Reasoning; *Classification; Cognitive Processes; *Learning Theories; *Reading Research; Undergraduate Students; Vertical Organization; *Visual Discrimination; *Visual Measures; *Visual Perception

Previous studies have found that an object can be categorized faster at a basic level (hammer) than at either a subordinate (club hammer) or a superordinate level (tool). While some attribute this result to basic categories having more distinctive attributes, other factors might cause this result. For example, basic categories routinely have shorter and more frequent names than do subordinates and are typically learned earlier and occur more often than either subordinate or superordinate categories. To determine why objects are categorized fastest at the basic level, three experiments were conducted, all of which used artifical subordinate, basic, and superordinate categories, and all of which either held constant or systematically varied several of these "other" factors. All three studies supported the finding that objects can be categorized fastest at the basic level (but the relative speeds of subordinate and superordinate categorizations differed from past results); and all three strongly supported the claim that distinctive attributes are the factor underlying the results, though it appears that only perceptual attributes are critical. (Author/HOD)

ED218659 CS207090

Belk, Jo Ann; And Others

Convergent and Divergent Methods of Teaching Spelling in Relation to Creativity.

Pub Date 14 May 82

Note-17p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Achievement Gains; Comparative Analysis; *Convergent Thinking; *Creativity; *Divergent Thinking; *Educational Research; Elementary School Students; Grade 3; Primary Education; *Spelling Instruction; Teaching Methods; *Teaching Styles

To determine whether high creative and low creative children achieved differently when utilizing a divergent method of teaching as opposed to a convergent method of teaching as evidenced by achievement in spelling, a study, conducted for a period of 18 weeks, involved 79 third grade children randomly assigned into four sections. Two pretests were administered to identify the creativity of the children and to determine their achievement in spelling, and a posttest was administered at the conclusion of the study. The major emphasis placed on the two convergent methods groups was upon acquiring and applying phonetic rules and generalizations to the list of words to be mastered. The divergent methods groups used fewer structured learning activities. This method was student-centered in that the children were allowed to choose any means available to master the words. Three conclusions were derived from the results: (1) there is no signficant difference in achievement between the high creative and low creative children; (2) there is no significant difference in achievement between children taught by a convergent method and children taught by a divergent method; and (3) there is no significant interaction between teaching method and creativity. (HOD)

ED218702 EA014592

Howell, Bruce, Ed.; Grahlman, Bill, Ed.
School Climate: Evaluation and Implementation. An Anthology.
CADRE (Collegial Association for the Development and Renewal of Educators).
Pub Date [78]
Note-113p.
Available from-CADRE Publications Center, College of Education, 600 South College, University of Tulsa, OK 74104.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Administrator Role; Discipline; *Educational Environment; Elementary Secondary Education; Evaluation Criteria; Governance; *Institutional Evaluation; *Program Implementation; School Surveys; Staff Development
Identifiers-Parent Rights

This collection of essays on school climate seeks to provide a broad perspective on climate evaluation and to suggest activities that can improve working conditions in schools. Written by practicing educators who have exercised leadership in school climate improvement projects, the articles are divided into two sections: evaluation and implementation. The section on evaluation includes a definition of school climate and the principal's role as a climate leader, a discussion of school assessment, presentation of a school climate assessment instrument, and a description of the School Climate Profile survey. The section on implementation covers the relationship of staff development to school climate, ways to improve classroom climate, the problem of discipline, shared governance of schools and the rights of parents, and strategies for implementing school climate activities. (Author/WD)

ED218822 EC142774

Mba, Peter O.

The Use of Acquired Speech by Deaf Adults in Nigeria.

Pub Date 81

Note-23p.; Paper presented at the Annual Conference of the Psychological Society, (Jos, Nigeria, April, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults; *Communication Skills; *Deafness; Educational Philosophy; Employment; Etiology; Foreign Countries; *Social Adjustment; *Speech Skills; Total Communication; *Vocational Adjustment

The controversy between the oral and the total communication approach to deaf education is reviewed and a study of the use of acquired speech by 71 deaf adults in Nigeria is presented. Questionnaire results are discussed in terms of demographics, cause and age at onset of deafness, use of amplification, school achievement, type of employment, communication method used on the job, likeability, attractiveness, and speech intelligibility. Results are explained to show that although many had speech instruction, the majority did not rely on speech alone in social situations. (CL)

ED218915 EC143199

Stowitschek, Carole E.

Use of a Self-Contained Teacher Training Package to Implement and Manage a Peer Tutoring Program for Behaviorally Disordered Adolescents.

Pub Date Apr 82

Note-26p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session F-A3).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adolescents; *Emotional Disturbances; *Peer Teaching; Program Evaluation; *Spelling; *Teacher Role; *Tutoring

A teacher managed peer tutoring package was evaluated for its effects on the instructional performance of 12 behavior disordered adolescents. Tests of learner spelling performance revealed that learner performance on daily spelling tests increased considerably when intervention in the form of peer instruction occurred. After teachers were instructed through the self contained training package, they trained and monitored the peer tutors. Direct observations were made of peer tutor-learner interactions and of the peer tutors' recordkeeping performance. Tutors' use of the recordkeeping and graphing procedures demonstrated both substantial and consistent changes in their teaching behavior. (CL)

ED218511 CE033169

Bradley, Judy; Hegarty, Seamus

Students with Special Needs in FE. A Review of Current and Completed Research Relating to Young People in the 14-19 Age Range with Special Educational Needs. Project Report 12.

Further Education Curriculum Review and Development, London (England).

Spons Agency-Further Education Curriculum and Development Unit, London (England).

Report No-ISBN-0-85522-095-3

Pub Date Oct 81

Note-48p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Access to Education; *Adolescents; *Adult Education; Career Counseling; Career Education; Continuing Education; *Disabilities; Dropouts; *Educational Needs; Educational Research; Education Work Relationship; Emotional Problems; Employment Level; Employment Patterns; Employment Services; Individual Needs; Literature Reviews; Needs Assessment; Outcomes of Education; Research Design; Research Methodology; *Research Needs; Social Problems; Student Needs; Young Adults

Identifiers-*England; *Special Needs Students

A review of current and completed research relating to youth aged 14-17 with special educational needs (with special emphasis on research relevant to the British educational context) reveals that, to date, most research has examined the needs of young people with special conditions rather than focusing on a broader cross-section of all young people with special needs. Methodologically, many of the studies have been limited by being small-scale, lacking in theoretical awareness, or being purely descriptive. Particularly needed are more prospective longitudinal studies to give a more complete picture than do currently prevalent retrospective studies. In addition, little information exists in the area of the continuity of support that a disabled individual might be expected to receive during and after childhood. Among those areas in which further research is needed concerning educational needs of special needs students are the following: target group, organization of provision, special schools, further education sector, curriculum, attainment, careers education and guidance, work preparation, employment experience, unemployment, social and emotional development, assessment, training, support services, and information dissemination. (MN)

ED218618 CS206949

Link, Jere H.

A Test of the Cultural Dependency Theory in Seven Latin American Newspapers.

Pub Date Jul 82

Note-28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Comparative Analysis; *Content Analysis; Cross Cultural Studies; Cultural Influences; Foreign Countries; *Media Research; *News Media; *Newspapers; *News Reporting

Identifiers-*Cultural Dependency; *Latin America

Cultural dependency has become a serious international issue over the past two decades, especially as it relates to the news media. If charges that the Latin American media are subservient to foreign interests have any truth, then the content of their media should closely resemble that of the foreign wires to which they subscribe. The news can be separated into two components: the topics that represent the objective facts of the stories, and the themes that represent subjective overtones or labels closer to opinion than fact. Given this distinction, one could expect an independent newspaper with access to divergent sources to reject themes in wire copy more often than a dependent newspaper. From neither dependent nor independent newspapers could one expect a rejection of wire topics, which are, after all, the substance of the news. A large-scale content analysis of the news wires and foreign news in seven Latin American newspapers, sampled papers from April through June, 1979, to determine whether cultural dependency may be indirectly measured by comparing topical and thematic agendas between the wires and the newspapers. Though all the sampled papers showed topical dependence, the two Mexican papers were thematically independent, the two Brazilian papers thematically dependent, and the three Argentine papers a combination of the two stances. The findings suggest that the more news sources a newspaper attributes, the more thematically independent its foreign news will be. (Author/HOD)

ED218638 CS207053

Stovall, James Glen

Foreign Policy News in the 1980 Presidential Election Campaign.

Pub Date May 82

Note-32p.; Paper presented at the Annual Meeting of the International Communication Association (Boston, MA, May 2-5, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Content Analysis; *Elections; *Foreign Policy; Journalism; Media Research; *Newspapers; *News Reporting; Political Issues; Politics; Presidents

Identifiers-*Presidential Campaigns

A survey was conducted to determine the extent and content of newspaper coverage of foreign policy issues in the 1980 United States presidential campaign. Fifty daily newspapers from every region of the country were selected randomly based on circulation. A list of 757 news events was divided into party and nonparty events, and the party events were then divided into campaign events and issue events. Issue events were in turn divided into economic, domestic, and foreign categories. After the campaign itself, foreign affairs subjects constituted about 15% of total events covered. Four issues generated more news than any others: (1) Iran-hostages (27 events); (2) the Stealth airplane (18 events); (3) Salt II negotiations (13 events); and (4) war and peace (10 events). The data indicates that both candidates initiated foreign affairs issues in hope of political advantage; that newspapers covered these issues more intensely than those that had more direct bearing on the campaign; that editors were more interested in the war and peace issue (while favoring the Iranian crisis on the front page); that they were least interested in the Stealth issue, perhaps because it was too complicated; and that neither they nor the politicians were willing to explore the Salt II issue in spite of clear differences between the candidates. As a whole, foreign affairs coverage was more political than substantive. (JL)

ED218681 CS503867

Rolls, Judith A.

Assessment Strategies for Student Interpersonal Communication Journals: A Comparison.

Pub Date Aug 81

Note-31p.; Paper presented at the Meeting of the Canadian Speech Association Conference (Toronto, Canada, August 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Evaluation Criteria; *Evaluation Methods; Higher Education; *Holistic Evaluation; *Speech Communication; *Writing Evaluation

Identifiers-*Analytic Scoring; *Primary Trait Scoring; Student Journals

A phenomenological approach was used in a study of three assessment strategies for the evaluation of journals written by speech communication students: (1) analytic assessment strategy; (2) primary trait assessment strategy; and (3) holistic assessment strategy. Completed question-and-answer packets, consisting of 8 to 12 diaries each, written by 30 randomly chosen students in an introductory speech communication course were qualitatively evaluated in the cognitive, affective, and behavioral areas. In the analytical assessment strategy, the journals were scored according to a checklist of individual traits. The primary trait strategy focused on a specific characteristic, self-disclosure. The holistic strategy rated the overall impression of the document. Although the analytic and holistic approaches produced similar results, the analytic approach was superior because it was most efficient to implement, it tapped criteria considered important by other journal raters, and it covered a broad range of traits. The primary trait approach was the most difficult to use, and the holistic approach, although easiest to implement, provided no guidelines for the rater. Although the results of this study may be of limited applicability, it would seem that the analytic approach with an element of self-disclosure added could be used to great advantage by trained raters. (Appendixes include forms used for each approach.) (JL)

ED218762 EA014790

Hardy, Robert C.

The Contingency Model of Leadership Effectiveness: Motivational Implications of the Teacher's Role as Leader in the Classroom.

Pub Date [Mar 82]

Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavior Theories; Graduate School Faculty; Group Dynamics; Higher Education; Interpersonal Relationship; *Leadership Qualities; Leadership Styles; Models; *Motivation; *Teacher Behavior; Validity; Work Environment

Identifiers-*Contingency Models; *Fiedler Least Preferred Coworker Scale

Fiedler's Contingency Model postulates that the effectiveness of leaders results from a relationship between leadership style and situational favorability. Leadership style is measured with Fiedler's Least Preferred Coworker Scale, which assesses whether the person rating the coworker is task-oriented or oriented towards interpersonal relations. Situational favorability is a measure of the degree to which the situation of the work group affects the leader's ability to influence group members. Situational factors include relations between group leaders and members, structuredness of tasks, and the extent of the leader's power. Fiedler's research indicated that task-oriented leaders achieved best results in either very favorable or very unfavorable situations, while relations-oriented leaders were most successful in less extreme situations. Several tests of Fiedler's theories have provided some degree of support and have inspired revisions and refinements. This paper reports on an attempt to determine whether task-oriented and human relations-oriented classroom teachers exhibit different classroom behavior, for purposes of validating Fiedler's assumptions concerning motivation. Fourteen faculty members at an eastern university were observed in teaching situations by three trained observers. The data gathered led to mixed results, indicating a need for further study, perhaps of a longitudinal nature. (Author/PGD)

Melaragno, Ralph J.; And Others

Parents and Federal Education Programs. Volume 1: The Nature, Causes, and Consequences of Parental Involvement. The Study of Parental Involvement.

System Development Corp., Santa Monica, Calif. Studies and Evaluation Dept.

Spons Agency-Department of Education, Washington, DC.

Report No-TM-6974/004/00

Pub Date Sep 81

Contract No-300-78-0437

Note-103p.; For related documents, see EA 014 812-817.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Elementary Secondary Education; Federal Aid; *Federal Programs; Governance; Instruction; Parent Education; *Parent Participation; *Parent Role; *Parent School Relationship; School Community Relationship; School Support

Intended to provide a comprehensive view of parental involvement in school districts receiving federal education funds, this study collected data on four federal programs in 57 projects across the country. Titles I and VII of the Elementary Secondary Education Act, the Emergency School Aid Act, and Follow Through were examined. The entire study is presented in seven volumes. This report comprises volume 1 and discusses three objectives of the study--describing the nature and types of parental involvement, analyzing the factors that facilitate or inhibit parental involvement, and identifying the consequences of parental involvement. The researchers stipulate five ways in which parents can participate in local projects, including governance, instruction, parent education, school support, and community-school relations. Facilitating and inhibiting factors are delineated for each type of participation. Consequences of parental involvement are also presented according to the type of participation and demonstrate the effects of such participation on institutional arrangements as well as on the attitudes and behaviors of administrators, teachers, parents, and students. Two final sections of the report give answers to frequently asked questions about parental involvement and place the study's findings within the context of a changing federal role in education. (Author/WD)

ED218802 EA014832

Wolfe, Lee R.

Revenues and Expenditures for Public Elementary and Secondary Education, 1978-79.

National Center for Education Statistics (ED), Washington, DC.

Pub Date 82

Note-31p.; Not available in paper copy due to broken print of some tables.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational Finance; Elementary Secondary Education; Expenditure Per Student; *Financial Support; *Income; National Surveys; Property Taxes; Resource Allocation; Resources; *School District Spending; *School Funds; School Taxes; State Aid; Tables (Data)

Intended to provide information necessary for administering the School Assistance in Fe[illegible]ally Affected Areas Act (Public Law 81-874) and the Elementary an[illegible]ndary Education Act of 1965 (P.L. 89-10), this report provides fin[illegible] statistics on a state-by-state basis for school district rev[illegible]es by source and for school district expenditures by function. National trends since 1970-71 are discussed. Presented in the appendix are 10 tables providing detailed information for each state for fiscal year 1979. Tables 1 to 4 provide state aggregate data for revenues; tables 5 to 9 provide state aggregate data for outlays; and table 10 is the basis for allocation of monies under P.L. 81-874 and P.L. 89-10. Important findings highlighted in the text include that (1) state support exceeded local support on a national basis for the first time since these data were collected; (2) the property tax represented a new low of 34 percent of the total revenues supporting education expenditures; (3) average current expenditures per average daily attendance were approximately $2,000; and (4) current expenditures as defined under P.L. 81-874 and P.L. 89-10 increased 10.4 percent to $1,919.30. (Author/JM)

ED218868 EC143133

Pfeuffer, Doris B.; Kingsley, Ronald F.

Enhancing Learning for the Handicapped Through the Arts.

Kent State Univ., Ohio.; Ohio State Dept. of Education, Columbus.

Spons Agency-Cuyahoga Special Education Service Center, Maple Heights, OH.; Mid Eastern Ohio Special Education Regional Resource Center, Akron.

Pub Date 82

Note-109p.; Financial assistance was also provided by the Cuyahoga Special Education Service Center.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Art Activities; *Art Education; Community Programs; Dance; *Disabilities; Drama; Elementary Secondary Education; Language Arts; Learning Processes; Movement Education; Music; Severe Disabilities; Visual Arts

The resource guide for Ohio teachers provides information in incorporating arts in the curriculum for handicapped students to enhance learning in all areas and to introduce/extend appreciation of their own and others' artistic expressions. The guide is divided into six sections. Section I addresses creative use of language, music, dance/movement, drama/theater, and visual arts/media; goals of the arts in education; and using arts to meet the needs of severely impaired children. The rationale for the arts in the learning process is presented in section II in terms of development vs. deprivation, a neuropsychological perspective, a socioeducational perspective, and the teacher's perspective. Guidelines for conducting arts activities in the classroom and offered in section III. A fourth section describes a process approach for learning in and through the arts. Section V gives specific suggestions for infusing language arts, drama, visual arts, dance, and music in the curriculum. The final section considers the use of community resources. (SB)

ED218891 EC143156

Van Nagel, Clement; And Others

Motivation and Management Methods to Develop the Work Related Behaviors of Handicapped Students.

Pub Date Apr 82

Note-11p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session T-50).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classroom Techniques; *Disabilities; High Schools; Occupational Tests; *Recordkeeping; *Self Evaluation (Individuals); *Vocational Adjustment

Identifiers-Token Economy; *Vocational Assessment Record

The Vocational Assessment Record (VAR), a management system designed to accompany a token economy based on work behaviors in handicapped and nonhandicapped high school and adult basic education students with a minimum of instructor time and effort, is described. Among ways in which the VAR is said to be different from other motivational and classroom management systems are that it does not require sophisticated training, it is inexpensive, it is appropriate for all types of students in special and regular education, and it lends itself to individualization. Six steps in implementing the VAR are identified, including ways to explain the system to the students and procedures for discussing the student's self evaluation. The authors claim the VAR works for a variety of reasons, including that it strengthens behaviors incompatible with disruptive and nonwork behaviors, it teaches students to delay gratification, and it simulates the real world of work. (CL)

ED218935 FL012995

Dawson, Clayton; Provenzano, Nolen
PLATO Sitcom Dialogs for Russian.
Illinois Univ., Urbana. Language Learning Lab.
Pub Date 81
Note-6p.
Available from-Not available separately, see FL 012 990.
Document Not Available from EDRS.
Descriptors-Audiovisual Aids; College Second Language Programs; *Comedy; *Computer Assisted Instruction; *Dialogs (Language); *Display Systems; Higher Education; Humor; Listening Comprehension; Online Systems; Programed Instructional Materials; Reading Comprehension; *Russian; Second Language Instruction; Speech Communication; Teaching Methods; Translation; Vocabulary Development
Identifiers-*PLATO IV

Situation comedy (sitcom) dialogs that are included in PLATO lessons for first year Russian students are described. These comprehension exercises make use of both the touch panel and the audio capabilities of PLATO. The sitcom dialogs were written by a native speaker of Russian and are based on the vocabulary in the textbook plus a small number of additional items presented on PLATO. The sitcom dialogs generally have a humorous touch and usually consist of two or three short scenes. They come at the very end of the PLATO lessons and are designed to enhance the student's reading-listening comprehension abilities, as well as to expand passive vocabulary knowledge. Introductory pages present the title of the sitcom dialog in both Russian and English, plus a very brief statement in English setting the scene. Next, the new Russian vocabulary is presented with English translation which also provides some clue to the story. Students can press the NEXT key and see the first scene unfold in Russian, line by line, until the entire conversation appears on the video screen. As each new line appears on the screen with new items underlined, the student automatically hears it through earphones, spoken at ordinary speed. The student can press to hear and see it again or may see just the items in translation, the entire sentence in English translation, or the Russian sentence. The student sets the pace and may press a key to move to a set of questions about the sitcom. Any time the student encounters difficulties, the HELP key can be pressed to see the dialog again, the DATA key to see the new word list, and the LAB key to practice the dialog. Questions are in the light tone of the sitcoms and answers include a brief commentary. (SW)

ED218973 FL013073

Bradley, Curtis H.; Friedenberg, Joan E.

Foundations & Strategies for Bilingual Vocational Education: A Handbook for Vocational-Technical Education Personnel.

Center for Applied Linguistics, Washington, D.C.
Report No-ISBN-0-87281-314-2
Pub Date Aug 82
Note-129p.
Available from-Center for Applied Linguistics, P.O. Box 4866, Hampden Station, Baltimore, MD 21211 ($10.95).
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Adult Education; *Bilingual Education; Bilingual Students; Curriculum Design; *English for Special Purposes; Limited English Speaking; Postsecondary Education; Student Needs; *Teacher Education; *Teaching Methods; *Technical Education; Testing; *Vocational Education

As an aid in preservice and inservice teacher education, this handbook is intended to produce a vocational instructor who understands the rationale of bilingual education, is sensitive to the special needs of bilingual and limited-English-proficient (LEP) vocational students, and is not afraid to try new teaching techniques. The six chapters, which include practice questions, cover the following areas: (1) terminology associated with both bilingual education and vocational education; (2) the history of bilingual education, vocational education, and bilingual vocational education; (3) a detailed description of the needs of bilingual and LEP vocational students, along with a list of suggested practices to meet the needs; (4) a description of several approaches to designing a bilingual vocational education program and suggestions on how the instructor can get support from colleagues and the administration in establishing a program; (5) details on constructing a vocational course, from analyzing the occupation and its associated duties to developing lesson plans; and (6) a discussion of 20 commonly used teaching techniques and how each can be modified for multicultural vocational settings, along with several suggestions for communicating with LEP vocational students. Information about testing and resources in bilingual vocational education and prevocational English as a second language is appended. (Author/SW)

ED218430 CE031220

Bacon, E. Miles

Engine Tune-up Service. Unit 6: Emission Control Systems. Student Guide. Automotive Mechanics Curriculum.

Florida State Univ., Tallahassee. Career Education Center.

Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date Mar 78

Note-204p.; For related documents see CE 031 208-222 and CE 033 108-109.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Auto Mechanics; Behavioral Objectives; *Engines; Instructional Materials; Learning Activities; Postsecondary Education; Secondary Education; Study Guides; *Trade and Industrial Education

Identifiers-*Automotive Tune Up; Emission Control; *Emission Control Systems

This student guide is for Unit 6, Emission Control Systems, in the Engine Tune-Up Service portion of the Automotive Mechanics Curriculum. It deals with inspecting, testing, and servicing an emission control system. A companion review exercise book and posttests are available separately as CE 031 221-222. An introduction tells how this unit fits into the total tune-up service, defines new terms, and provides work activities on the introductory information. Seven performance objectives are covered: perform operational inspections of positive crankcase ventilation system; perform operational inspection of fuel evaporative emission control systems; inspect, test, and service thermostatic air cleaner systems; inspect, test, and service air injection systems; inspect, test, and service exhaust gas recirculation systems; inspect, test, and service ignition timing control systems; and test exhaust performance, using hydrocarbon-carbon monoxide tester. Each objective is addressed in a separate section that includes these materials: introduction to the performance objective, performance checklist, list of tools and equipment needed to do the work activities for this performance objective, reading list, information sheets, and work activities that give hands-on practice in doing one part of the performance objective. (YLB)

ED218451 CE031896

Scissons, Edward H.

Vocational Development Theory. Instructor's Manual.

Canada Employment and Immigration Commission, Ottawa (Ontario). Occupational and Career Analysis and Development Branch.

Pub Date 81

Note-145p.; For a related document see CE 031 897.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Behavioral Objectives; Behavior Theories; *Career Counseling; *Career Development; Counseling Effectiveness; *Counseling Objectives; *Counseling Techniques; *Counseling Theories; Counselor Client Relationship; Counselor Training; *Employment Counselors; Guidelines; Higher Education; Instructional Materials; Learning Activities; Nondirective Counseling; Personality Theories; Personality Traits; Social Influences; Vocational Adjustment

This instructor's manual is designed to assist instructors in the teaching of a half-course in vocational development theory. (The course is geared toward diploma or graduate students in counselor education.) Included in the manual are the following materials: an introduction to a companion student's manual, answers and suggestions for questions posed in the student's manual, suggested instructional strategies, student evaluation procedures, and references to and typeset copies of overhead transparencies for use in conjunction with the lessons. Topics of the six instructional units presented are historical and theoretical considerations, trait- and factor-based theory, developmental vocational theory and other approaches, and other factors in vocational development. (MN)

ED218490 CE033120

Military Curriculum Materials for Vocational and Technical Education. Drainage, 3-5.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date [81]
Note-188p.; This course was adapted from U.S. Army curriculum materials.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Construction (Process); Construction Materials; Independent Study; Postsecondary Education; *Programed Instructional Materials; Secondary Education; *Technical Education; Units of Study; *Vocational Education; *Water
Identifiers-*Drainage; Military Curriculum Project

This individualized, self-paced course for independent study in water drainage was adapted from military curriculum materials for use in vocational education. The course provides basic information for the design of simple drainage structures for roads and airfields. Some job skills included are designing and constructing ditches and culverts; designing subsurface drainage facilities; designing and using ponding areas; and designing check dams and drop inlets. The course consists of five lessons, each containing a lesson objective, readings, and review exercises. The course can be used as a sub-unit in environmental control, construction, or some types of agriculture courses. Each lesson has an objective, a coded text, exercises, and answers keyed to the text for student self-evaluation. A course examination of 50 multiple-choice questions is provided, but no answers are available. Supplementary charts and graphs are provided. (KC)

ED218531 CG016027

Moss, Sidney Z.; Moss, Miriam S.

Some Thoughts on the Widow(er)'s Persistent Tie with the Deceased Spouse.

Pub Date Nov 81

Note-13p.; Paper presented at the Joint Annual Meeting of the Scientific Gerontological Society (34th) and the Scientific & Educational Canadian Association on Gerontology (10th) (Toronto, Ontario, Canada, November 8-12, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Affective Behavior; Death; *Emotional Adjustment; Family Structure; Gerontology; *Grief; Interpersonal Relationship; *Memory; *Older Adults; *Psychological Patterns; *Widowed

Identifiers-*Marital Satisfaction

Research has shown that older persons who have become widowed after many years of marriage maintain deep attachments to their deceased spouses. Case histories, observations and interviews were used to explore some aspects of the persistence of the marital tie after the first few years of mourning had passed. The major element in this tie was memory, which was often selective and sometimes distorted. Grief tended to persist in the form of denial, anger, and yearning. Social values and family feelings also tended to perpetuate the marital bond. The home shared by the couple was often the place which most strongly tied the widow(er) with the deceased. These ties tended to be positive and supportive and provided a nourishing link with the past. The findings suggest that such ties may enhance rather than interfere with the ability to establish new relationships; with a supportive network of family and friends, little or no professional help may be needed. (JAC)

ED218553 CG016053

De Bronac-Meade, Marie Louise; Brown, Ric

Reduction of Mathematics Anxiety: A Cognitive Behavior Modification Approach.

Pub Date Mar 82

Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Modification; Cognitive Objectives; *College Students; Coping; *Counseling Effectiveness; Counseling Techniques; Higher Education; High Schools; *High School Students; Individual Characteristics; *Mathematics Anxiety; *Parent Influence; Parent Student Relationship; Role Models

Many studies have cited the debilitating effect of math-related anxiety on achievement and vocational choice. To investigate the efficacy of cognitive behavior modification in the treatment of mathematics anxiety, 44 subjects were recruited from a high school and 2 colleges. The students were divided into two groups, a cognitive behavior modification treatment group and a waiting control group. As expected, the treatment group showed a significant decrease in mathematics anxiety. Their monitoring of negative self-statements and relaxation apparently was successful, although adolescent boys had difficulty relating to the relaxation and imagery process. The results also suggested a profile of the typical math-anxious person, i.e., a female with less parental encouragement to study mathematics and a less-educated mother. The findings indicate that programs designed to deal with the problem of mathematics anxiety, however, need to be addressed to both sexes. (Author/JAC)

ED218577 CG016078

Bentley, Donna Anderson

Reaction to Stress as a Predictor of Academic Success.

Pub Date Apr 82

Note-13p.; Paper presented at the Annual Meeting of the Georgia Academy of Science, (Columbus, GA, April 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; *Coping; Grade Point Average; Physiology; Predictive Validity; *Predictor Variables; *Stress Variables; *Student Adjustment; Student Characteristics; Test Anxiety; Two Year Colleges; *Two Year College Students

Identifiers-*Scholastic Aptitude Test

Although studies on test anxiety are abundant in the research literature, there are few investigations of the relationship of stress to academic achievement. To test the hypothesis that maladaptive methods of coping with stress are related to academic achievement in greater magnitude than the relationship of Scholastic Aptitude Test (SAT) scores, 800 junior college students responded to a stress inventory. Results supported the hypothesis. Students who used unhealthy methods of coping with stress (e.g., running away, drinking alcoholic beverages, acting out in anger) were less likely to receive good grades. Students who reacted to stress with physiological symptoms received higher grades than those who did not. Those students who received higher grades tended to internalize stress effects, using themselves as scapegoats rather than society. Both maladaptive coping methods and physiological responses were better predictors of grade point average than SAT scores. The findings suggest a need for further replication studies on the same type of student population. (JAC)

ED218723 EA014733

Swick, Kevin J.

Disruptive Student Behavior in the Classroom. What Research Says to the Teacher.

National Education Association, Washington, D.C.

Report No-ISBN-0-8106-1050-7

Pub Date 80

Note-34p.

Available from-National Education Association (NEA) Distribution Center, The Academic Building, Saw Mill Road, West Haven, CT 06516 (Stock No. 1050-7-00; $2.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Role; *Classroom Techniques; Community Influence; *Discipline; Educational Environment; Elementary Secondary Education; School Community Relationship; Staff Role; *Student Behavior; Student Evaluation; *Student Teacher Relationship; *Teacher Behavior; *Teacher Role

Recent research suggests that student behavior is influenced by many factors, and teacher responses to disorderly conduct must be based upon a careful assessment of each student's current situation as well as of the teacher's own role in the classroom. This review of the literature discusses common factors affecting student behavior; underlines the need for identifying behavior problems early and communicating with students and parents; and suggests 15 positive responses to behavior problems that are suitable to different circumstances. Five teacher behaviors that can influence student behaviors are discussed: modeling good behavior, designing suitable learning spaces, interacting with students, responding to student attempts to improve, and assessing student learning for purposes of promoting development. The possible impact of non-classroom staff, the curriculum, and the community on both the development of and the solutions to behavior problems is also explored. The document concludes with a listing of the 70 references concerning student behavior and discipline cited in the literature review, and two dozen additional references on the topic. (Author/PGD)

ED218823 EC142775

Moore, Bill; And Others

[The Oregon Parent Training Network.]

Teaching Research Infant and Child Center, Monmouth, Oreg.

Pub Date Dec 81

Note-6p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Modification; *Behavior Problems; *Disabilities; Elementary Secondary Education; Inservice Teacher Education; Intervention; *Parent Education; *State Programs

Identifiers-Oregon Parent Training Network

The Oregon Parent Training Network involves a care training clinic and 21 replication sites serving 510 parents of handicapped and behavior problem children through behaviorally based individualized intervention programs. Parent trainers receive inservice training and followup consultation. Program evaluation results (type of programing, ages served, number of objectives met, number of parent trainers trained, and number of workshops held) indicate that it has been successful in a clinic as well as home setting. Although the model has been replicated in other states, the Oregon network may be the only parent training program with statewide impact. (CL)

ED218846 EC143108

Tindal, Gerald; And Others

The Relationship Between Student Achievement and Teacher Assessment of Short- or Long-Term Goals.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Report No-IRLD-RR-61

Pub Date Nov 81

Contract No-300-80-0622

Note-31p.; Print of figures may be marginal.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement; *Disabilities; *Educational Objectives; *Measurement Techniques

The effects on student achievement of goal size and data utilization rule and measurement frequency were evaluated with 20 special education teachers, each of whom selected 4 to 6 students (mean age 10.3 years) for participation. Teachers were assigned randomly to either a short term goal measurement or a long term goal measurement treatment. Teachers then randomly assigned each student to daily, weekly, or pre-post measurement, so that each teacher had one or two students in each measurement frequency cell. Students' oral reading rate was measured at weeks 1, 7, and 12 on random samples of isolated words comprised of kindergarten through third grade reading vocabulary. At week 12, students' oral reading rate was measured on third grade passages from basal texts. Analyses of variance revealed no treatment effect on any dependent measure. The findings contradicted previous research, and may be partly explained by poor implementation of the treatments. (Author)

ED218916 EC143200

Moran, Mary A.

Living with a Handicapped Child: Findings on Families and Early Intervention.

Spons Agency-Department of Education, Washington, DC.

Pub Date Apr 82

Grant-G008000027

Note-18p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session F-B1).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences; *Family Relationship; *Mental Retardation; *Parent Attitudes; *Parent Child Relationship; *Physical Disabilities; Severe Disabilities; Stress Variables; Young Children

Effects of children's diagnosis, setting of intervention, and involvement in parent education groups on families of 85 parents of handicapped children were investigated. Significant results were found regarding reported parent-child interaction, early intervention program suggestions, family stress, and both formal and informal family support systems. Parents of children with conditions associated with mental retardation were significantly more likely to report that they did nothing differently with the child as a result of his/her special needs, compared with parents of children with orthopedic impairments who reported doing significantly more physical therapy activities. However, mothers related more typically to their orthopedically impaired children than did mothers of retarded children. Families as a whole and fathers individually reported seeking child care advice from various sources significantly more. The degree of severity of the child's handicap affected daily family life and the family's interaction with their child's treatment program. The age of the child also was associated with significant changes in parent-child interaction patterns. (CL)

ED218471 CE032774

Scanlon, Dennis C.; and Others

Identification of Recruitment Barriers to Vocational Training Programs as Perceived by Students, Teachers, Counselors, and Administrators in Selected Florida Schools. Final Report, 4/1/81-6/30/81.

Florida Univ., Gainesville. Inst. of Food and Agricultural Sciences.

Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date [Jun 82]

Note-83p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Attitudes; Adolescents; Counselor Attitudes; Disadvantaged; Dropout Prevention; Educational Needs; *Educational Practices; Financial Problems; Out of School Youth; *Program Effectiveness; *School Holding Power; State Surveys; Student Attitudes; *Student Needs; *Student Recruitment; Success; Teacher Attitudes; Underemployment; Unemployment; *Vocational Education

Identifiers-*Florida

A study examined the barriers to recruitment and retention of disadvantaged, unemployed, underemployed, and out-of-school youth as perceived by students, teachers, counselors, and administrators. To identify such students and barriers, researchers used the following data collection procedures: on-site interviews with 10 Florida area vocational school directors, a mail survey of 260 area vocational school professional staff, and a telephone survey of 10 area vocational school dropouts and 10 re-enrollees. Among the findings were the following: (1) the recruitment practice that received the highest ranking in terms of frequency of use and perceived success was personal contacts with prospective students made by past and present students; (2) approximately 30 percent of those dropouts who returned cited personal contact by school faculty or past/present students as their main reason for returning; and (3) faculty groups perceived the financial needs of students and inability to attend class as the greatest program barriers. Recommendations included calls for increased emphasis on student guidance and counseling, increased financial assistance to remove situational barriers, and development of a model for implementing alternative recruitment/retention strategies. (MN)

Davison, Alice; Lutz, Richard

Measurement of Syntactic Complexity Relative to Linguistic Context. Technical Report No. 255.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Jul 82
Contract No-400-76-0116
Note-64p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Comprehension; Context Clues; *Language Research; *Measurement Techniques; *Reaction Time; Reading Research; *Sentence Structure; *Syntax; Transformational Generative Grammar; Undergraduate Students
Identifiers-*Linguistic Context; *Syntactic Complexity

A reaction-time experiment measured the time that subjects needed to read and comprehend a series of sentences, the syntactic form of which was systematically varied. The focus was on the effect of syntactic structure on processing time, reflected in reaction time in a neutral context, and the effect of prior context on time needed to process a given type of syntactic structure. Undergraduate students were presented paired items in randomized order on a computer screen. After all the experiment items were presented, the subjects were asked to fill out a questionnaire about how they approached the task and what they felt about the items (interesting or not, natural sounding or nonnatural). The target sentences had two forms, related by transformations (passive, adverb preposing, there insertion, raising to subject, raising to object). These rules changed word order or grammatical relations. Results showed the transformed version, with a less perspicuous structure, was harder to process than the untransformed, in a neutral context. Reaction time decreased if the context mentioned the subject and the topic of the sentence. A mismatch between context and target subject/topic increased reaction time somewhat. The results have implications for the definition of sentence topic as subject rather than initial element and for grammatical complexity, which is not absolute. (Author/HOD)

ED218660 CS207091

Gentry, Larry

Relative Frequency of Homophones in Children's Writing.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-SWRL-TN-2-82/21
Pub Date 1 Jul 82
Contract No-400-80-0108
Note-9p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Child Language; Elementary Secondary Education; *Error Analysis (Language); Research Methodology; Spelling Instruction; Vocabulary Development; *Word Frequency; Word Lists; *Writing Research; *Written Language
Identifiers-*Homophones

A study identified the homophones most commonly used in children's writing and showed how the relative use of specific homophones changes as writing skill develops. Homophones appearing in Rinsland's "A Basic Vocabulary of Elementary School Children," a vocabulary list compiled from a national sample of children's writing in grades 2 through 8, were identified by cross-matching with two extensive homophone lists. This procedure resulted in 217 homophone units consisting of 451 words. A tabulation of the grade-level frequency of each homophone was made, resulting in 49 "common" homophones--those occurring 10 or more times at 5 different grade levels. The remaining homophones were then placed in rank order. Since students in the higher grade levels provided more running words for the Rinsland study than did those in lower grades, the resulting composite was somewhat biased in the direction of older writers, but indicated that certain homophones were dominant at every grade level. Two homophone units--"there/their" and "to/two/too"--exhibit the greatest utility at every grade level. An important implication of these findings is that many homophone units generally considered the province of primary grade instruction should be reviewed and practiced throughout elementary school spelling instruction. (HTH)

ED218703 EA014626

Wells, Malcolm; Bitter, Gary

The First Step in Utilizing Computers in Education: Preparing Computer Literate Teachers.

Pub Date Apr 82

Note-13p.; For a related document, see EA 014 627.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adoption (Ideas); Change Strategies; *Computer Assisted Instruction; Computer Programs; Educational Change; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; Media Selection; *Microcomputers; Program Implementation; Teacher Attitudes; Workshops

Identifiers-Arizona

As a result of a survey concerning computer assisted instruction in Arizona schools, Arizona State University developed a program to assist districts in computer instructional program development. In the initial planning phase of the program, a list was drawn up of preparatory functions essential for districts making a transition to computer assisted instruction. This list included inservice programs, curricular modifications, and selection of courseware and hardware. The program was funded for 1981-82. Phase I provided orientation for administrators. Phase II was a 4-week summer institute to train 30 Arizona teachers as resource people able to introduce their districts to computer assisted instruction. The institute covered 10 topics, including: computer systems and logic; introduction to programming techniques; introduction to computer languages; authoring techniques; software selection and review; hardware selection; preparation for computer assisted instruction; computer literacy; and preparation of an inservice program on computer assisted instruction. Ten teams prepared inservice programs such as the one briefly summarized in this report. The summer institutes were evaluated by an attitudinal survey indicating that most participants had positive attitudes toward computers and instruction by peers but experienced frustration when attempting programming. Future recommendations were for more time to be spent on user skills and less on programming and authoring. The program was enthusiastically received. (Author/JM)

ED218743 EA014771

Dunlap, Diane M.; And Others

Aiming at Excellence: A Comparison of the School Effectiveness Literature and Special Education Practice.

Oregon School Study Council, Eugene.

Pub Date Jun 82

Note-46p.

Available from-Oregon School Study Council, College of Education, University of Oregon, Eugene, OR 97403 ($4.00; $3.00 prepaid; quantity discounts).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Comparative Analysis; Elementary Secondary Education; *Program Implementation; *School Effectiveness; *Special Education

Identifiers-Education for All Handicapped Children Act

In attempting to document similarities between effective school practices and the provisions of the Education for All Handicapped Children Act (P.L. 94-142), this report reviews the literature on school effectiveness and relates specific recommendations for classroom and schoolwide practices to those services now mandated for special education students. The authors find that the emphasis in effective schools on academic content, a tightly coupled curriculum, and teacher-directed, individualized, and carefully monitored instruction is echoed in the requirements for individualized education programs in special education. On a schoolwide basis, common goals, high standards, clear rules of conduct, and an emphasis on basic skills are also reflected in the underlying philosophy of P.L. 94-142. The authors conclude that procedural and technical problems accompanying passage of the law have resulted in a general confusion of good content with bad implementation. A checklist for effective teaching behaviors is appended. (Author/WD)

ED218953 FL013043

Edelhoff, C.

Initial and Further Training of Teachers.

Council for Cultural Cooperation, Strasbourg (France).

Report No-CC-GP4-(81)-33

Pub Date 18 Dec 81

Note-9p.; Paper presented at the conference "Across the Threshold towards Multilingual Europe--Vivre le Multilinguisme Europeen" (Strasbourg, France, February 23-26, 1982). For related documents, see FL 013 041-046.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Communicative Competence (Languages); Educational Objectives; Foreign Countries; Higher Education; International Educational Exchange; *Language Teachers; *Second Language Instruction; *Teacher Education; Teacher Effectiveness; Teaching Skills

Identifiers-Europe (West)

The role of the language teacher is changing and teacher training must be adapted to orient teachers toward facilitating language learning for communication. The working group held in connection with the Modern Languages Project of the Council of Europe's Council for Cultural Cooperation summarized the main objectives in all teacher training for communication, the insights and basic knowledge a teacher should have, and the curricular and teaching skills needed. Generally, the objectives are competence in the target language; the ability to assess syllabi educationally, culturally, and linguistically; and the readiness to try out and apply a number of classroom tactics. Underlying all the above is the ability to facilitate learning rather than to impose activities on learners. The same working group also dealt with forms of teacher training, both preservice and inservice. Emphasis would be placed on opportunities to acquire communication skills in the target language and, for teachers already in service, job-oriented activities geared to teachers' actual classroom needs, especially in adult and migrant education. The Council for Cultural Cooperation, through its scholarship and bursary system, has enabled teachers to attend inservice courses in countries other than their own. New projects will build on this groundwork. (AMH)

ED218993

HE015182

Groff, Warren H.

Entrepreneurship through Strategic Planning, Management, and Evaluation.

Pub Date Dec 81

Note-19p.; Based in part on a process developed and used at the Snowmass Institute on Strategic Planning and Management (July, 1981) and at an Education Leadership Seminar sponsored by the American Council on Education in Conjunction with the State of Massachusetts (November 30-December 1, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Administration; *College Planning; Decision Making; *Economic Factors; Higher Education; Long Range Planning; Management Information Systems; *Needs Assessment; Organizational Theories; Political Influences; *Self Evaluation (Groups); Statewide Planning; Trend Analysis

Identifiers-*Strategic Planning

A process to assess a college's external environment and audit its internal environment in order to pursue options available to postsecondary education is described. Essentially the concept is one of matching opportunities in the external environment with institutional strengths as determined by an internal audit. Strategic planning must consider a critical analysis of forces, trends, and their effects, and must be firmly based on demographic, social, political, and economic data sets. Data are the foundation upon which to build the multi-year institution or system plan. Institutions pass through various stages of development and have different characteristics of organizational functioning. Stages of organizational development are identified as: emergence, growth, development, regeneration, and decline. Types of organizational functioning can be listed as hierarchical, Theory X; collegial, Theory Y; and political, collective bargaining. In addition, tools of strategic planning can be labeled as needs assessment, trend analysis, environmental scanning, and market analysis. The challenge to postsecondary institutions is to diagnose where they are with regard to the first two dimensions and develop elements of strategic planning appropriate for their context. The purpose of the external environment assessment is to formulate assumptions that guide the institutional decision-making process, particularly in the areas of goal setting and human resource development, and to identify strengths, weaknesses, opportunities, and threats in the external environment. It is recommended that management information systems include the integration of data on the external environment and internal operations of institutions, such as registration, scheduling, and student aid. (SW)

ED218639 CS207054

Grosenbaugh, Dick

Working with News Media.

Pub Date Mar 82

Note-24p.; Paper presented at the Annual Meeting of the Missouri State Council of the International Reading Association Conference (15th, Point Lookout, MO, March 26-27, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cooperation; *Guidelines; *Information Dissemination; *News Media; *News Reporting; *Public Relations; *School Community Relationship; Speech Communication

To work effectively with personnel in the news media, one needs to assist them in doing their job by getting accurate information to them (in plenty of time for their deadline) and in providing information about meetings (when they do not have a reporter to cover the event). Familiarity aids in communication with news media personnel so one should get to know each other's procedures and problems. When providing information, one should not try to conceal unfavorable information by telling untruths or by stalling. However, if a story appears that is blatantly false or in which a person is misquoted, one should not hesitate to call and ask that the error be corrected. One very important thing to remember is not to say anything one would not want printed in the paper or broadcast on radio or television. When talking to reporters over the telephone, assume that the conversation is being recorded. Other tips on how to deal with the media include answering a reporter's questions honestly, responding promptly, avoiding the use of jargon, never asking to see a story before it is published, taking notes of what is being said over the telephone, being available to reporters, and complimenting reporters when they have executed an exceptionally fine job. (Appendixes include tips on working with the news media and guidelines on the who, what, when, where, why, and how of a news story.) (HOD)

ED218784 EA014812

Keesling, J. Ward; And Others

Parents and Federal Education Programs. Volume 2: Summary of Program-Specific Findings. The Study of Parental Involvement.

System Development Corp., Santa Monica, Calif. Studies and Evaluation Dept.

Spons Agency-Department of Education, Washington, DC.

Report No-TM-6974/005/00

Pub Date Sep 81

Contract No-300-78-0437

Note-40p.; For related documents, see EA 014 811-817.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Secondary Education; Federal Aid; *Federal Programs; Governance; Instruction; Parent Education; *Parent Participation; *Parent Role; *Parent School Relationship; School Community Relationship; School Support

Identifiers-*Elementary Secondary Education Act Title I; *Elementary Secondary Education Act Title VII; *Emergency School Aid Act 1972; *Project Follow Through

This second volume of a seven-volume study summarizes findings from each of the four programs examined--Titles I and VII of the Elementary Secondary Education Act, the Emergency School Aid Act, and Follow Through. Field researchers collected data for this report during the spring of 1980. They lived in the communities studied, 57 in all, and spent 4 months interviewing parents and project staff, observing classrooms and events, and analyzing project documents. The resultant information relates to five avenues for parental involvement in federal education programs: governance, instruction, parent education, school support, and school-community relations. Within each of these five areas, this report presents the findings for the four federal programs individually. Overall, the study revealed a wide range in the level of parental involvement. The researchers conclude that active parent participation produced real benefits for schools, parents, and children. The involvement did not occur by chance, however, but had to be deliberately stimulated. (Author/WD)

ED218803 EA014873

Delon, Floyd G.

Legal Issues in the Dismissal of Teachers for Personal Conduct.

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 82

Note-62p.

Available from-Publications, National Organization on Legal Problems of Education, 5401 S.W. Seventh, Topeka, KS 66606 ($7.95).

Document Not Available from EDRS.

Descriptors-Competence; Court Litigation; Due Process; Elementary Secondary Education; *Ethics; Homosexuality; *Legal Problems; Privacy; *Role Models; Sexuality; Student Teacher Relationship; *Teacher Behavior; *Teacher Dismissal; Teacher Effectiveness; Teacher Influence; Teacher Role

Identifiers-Teacher Rights

Limited to teacher conduct of a nonverbal nature occurring outside the school setting, this monograph presents the case law resulting from the dismissal of teachers for unacceptable conduct. The first section reviews literature on teachers' personal conduct. The second deals with the issue of whether a teacher is obligated to serve as an exemplar for students and concludes that the requirement has been abandoned in many jurisdictions but retained in others, such as Pennsylvania and Maine. The second section discusses whether a nexus must be established between objectionalbe personal conduct and fitness to teach; it is concluded that this requirement gained wide acceptance in the 1970s. Addressed in the second section is the question of vagueness of the term "immorality" in dismissal statutes, noting that only in Oregon have the courts considered this term unconstitutionally vague. Substantive due process is discussed in the fourth section, with the final conclusion that a board policy rationally related to a legitimate purpose is likely to withstand a substantive due process challenge. Section five looks at a teachers' constitutional right to privacy, noting that this right is not yet clearly defined. (Author/JM)

ED218824 EC142776

Thielman, Virginia B.; And Others

John Tracy Clinic Correspondence Learning Program for Parents of Preschool Deaf-Blind Children.

John Tracy Clinic, Los Angeles, Calif.; Southwestern Region Deaf-Blind Center, Sacramento, Calif.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date 73
Note-470p.; For a Spanish translation of this document, see EC 142 777.
EDRS Price - MF01/PC19 Plus Postage.
Descriptors-Child Development; *Communication Skills; Correspondence Study; Daily Living Skills; *Deaf Blind; Educational Games; *Home Instruction; Language Acquisition; Learning Activities; Lesson Plans; Motor Development; Parent Child Relationship; *Parent Role; Preschool Education; Self Care Skills; Sensory Training; Sign Language; *Stimulation

Intended for parents of deaf blind preschoolers, the document contains a correspondence learning program which offers guidelines on stimulating the child's development. An introductory section gives preliminary instructions, an introduction to sign language, and a list of resources for deaf blind children. Twelve lessons follow with information on: the parent's role in teaching the child, visual problems, hearing, discipline, play, language and communication, creative activities, listening, community services, independence, a self test and review, and the child's future. The bulk of the document is made up of sequenced learning steps covering communication (sign language, sensory training, written language, music and rhythm); gross motor development; fine motor development; eating; sleeping; toilet training; dressing and undressing; and personal hygiene. Charts, illustrations, learning activities, and games are provided throughout the text. (SB)

ED218892 EC143157

Hutinger, Patricia L.

Transition Practices: When Children Move from One Program to Another.

Pub Date Apr 82

Note-10p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session T-54.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Role; *Disabilities; Early Childhood Education; *Parent Role; Primary Education; Program Effectiveness; Student Placement; *Success; *Teacher Role; *Transitional Programs

Successful transition for young handicapped children into other programs depends on a variety of factors, including personnel time, development of a comprehensive transition plan, positive teacher attitudes, and careful followup. Problems in transitioning may include weak evaluation procedures, limited social capacity of handicapped students, and difficulties in adjusting to the new social environment. Administrative concerns also need to be considered, such as lack of agency cooperation resulting in service overlap and inadequate preparation of parents for separation from their children. Recommended procedures for successful transition include observational visits by the receiving teacher prior to transition, inservice and conferences for staff and parents at the beginning of the transition year, determination of competencies for entry into kindergarten, training of parents as advocates, and thorough followup services. (CL)

Scissons, Edward H.

Vocational Development Theory. Student's Manual.

Canada Employment and Immigration Commission, Ottawa (Ontario). Occupational and Career Analysis and Development Branch.

Pub Date 81

Note-88p.; For a related document see CE 031 896.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Behavioral Objectives; Behavior Theories; *Career Counseling; *Career Development; Counseling Effectiveness; *Counseling Objectives; *Counseling Techniques; *Counseling Theories; Counselor Client Relationship; Counselor Training; *Employment Counselors; Higher Education; Instructional Materials; Learning Activities; Nondirective Counseling; Personality Theories; Personality Traits; Social Influences; Vocational Adjustment

Designed for use by diploma or graduate students in counselor education, this student's manual consists of six units of instructional materials dealing with vocational development theory. Topics of the units are historical and theoretical considerations, trait- and factor-based theory, developmental vocational theory, social and learning-based theory, client-centered and other approaches, and other factors in vocational development. Included in each unit are the following: objectives, basic references, background references, capsule summary, important questions, relevant experiences (learning activities), and suggestions for additional reading. (MN)

ED218491 CE033122

Military Curriculum Materials for Vocational and Technical Education. Plastering, 3-13.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date [81]

Note-93p.; This course was adapted from original U.S. Navy curriculum materials.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Construction (Process); *Construction Materials; Learning Activities; Lesson Plans; Postsecondary Education; Secondary Education; Structural Elements (Construction); *Teaching Methods; Technical Education; Units of Study; *Vocational Education

Identifiers-Military Curriculum Project; *Plastering

This short course in plastering was adapted from military curriculum materials for use in vocational education. The course is designed to teach students to mix mortar for plastering by using the six-cubic-foot mortar mixer and learn plastering techniques by completing assigned plastering projects. Course materials are provided for both classroom and shop use. The course is divided into two units. The first unit covers safety procedures, while the "plastering" unit contains one section on plastering covering 5 hours of classroom instruction and 16 hours of shop instruction. The course training manual contains both teacher and student materials. The teacher materials include instruction; lists of training objectives, texts, references, tools, equipment, materials, training aids, and training aid equipment; and the outline of instruction. The outline of instruction contains the lesson plans for each section with an outline of activities for the instructor and student. Job sheets are provided as student handouts and include references, tools and equipment, and procedures for performing the tasks. Required chapters of the recommended text are provided, and references are made to other texts and a film. (KC)

ED218512 CE033171

Flower, F. D.

Transition and Access. A Review of Low-Level FE Courses in the ILEA. Project Report 7.

Further Education Curriculum Review and Development, London (England).
Report No-ISBN-0-85522-088-0
Pub Date Feb 81
Note-84p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Access to Education; Adult Education; *Continuing Education; *Course Content; Course Descriptions; Curriculum; Curriculum Design; Curriculum Development; Curriculum Evaluation; Educationally Disadvantaged; Educational Strategies; *Education Work Relationship; Postsecondary Education; Program Descriptions; *Program Development; Program Effectiveness; Relevance (Education); Student Attitudes; Student Characteristics; Student Motivation; Urban Areas
Identifiers-*England; *Inner London Education Authority (England)

A majority of those people enrolling in low-level further education courses offered through the Inner London Education Authority (ILEA) lack qualifications and experience necessary to find good jobs, are disillusioned with secondary education, seldom recieve any further education, and are unemployed. To meet the needs of such students, the ILEA developed a Communications Curriculum Development Project involving workshops in various areas, including communication skills, numeracy, and vocational preparation. Particularly stressed during the project were relevance of courses to the world of work, provision of work experience, development of strategies to enable previously undermotivated students to take control of their education, and development of a skill-based rather than a knowledge-based curriculum. The following strategies are key to the ILEA program: use of multi-skills workshops, orientation towards work, provision of "vocational tasters" or career exploration opportunities, and provision of personal support. Offered by the ILEA are a variety of hybrid, linking, bridging, and special access courses in such areas as business,

health, construction, arts, and retail. While the ILEA program is not without problems, it manifests a commitment to low-level further education in an urban environment and has been quite successful. (MN)

ED218554 CG016054

Buerkel-Rothfuss, Nancy L.; Yerby, Janet

Two Studies in Member Perceptions of Family Communication. Part I: Perceived Similarity in Intergenerational Communication Style. Part II: A Factor Analytic Study of Family Communication Patterns.

Pub Date Oct 81

Note-19p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Milwaukee, WI, October 13-17, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Patterns; College Students; Communication (Thought Transfer); Factor Analysis; Family (Sociological Unit); *Family Life; *Family Relationship; Higher Education; *Interpersonal Relationship; Modeling (Psychology); Models; *Parent Influence; Systems Approach

Identifiers-*Communication Styles

Similarities between parents and children have been of interest throughout history, but little work has been done in the area of communication similarities. To study the intergenerational continuity of communication style, the first of two studies examined the correlations between certain readily-identifiable aspects of parental communication style and the child's perception of his/her own use of those same behaviors. Subjects in both studies were two independent samples of college students (N=196 and N=369). Correlations were significant for virtually all pairs. Only two exceptions were noted: "looking on the bright side" was not positively associated between mother and child nor was becoming angry for no apparent reason. In the second study, a factor analytic investigation of specific dimensions of family behavior described in a family systems model provided support for viewing families as establishing themselves along a continuum, depending on their distance-regulating behaviors. (JAC)

ED218682 CS503869

Fidler, Lori A.; Johnson, J. David

Characteristics of Innovations and Organizational Structure Related to Innovation Implementation.

Pub Date May 82

Note-25p.; Paper presented at the Annual Meeting of the International Communication Association (Boston, MA, May 2-5, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Communication Problems; Communication Skills; Cooperation; Group Dynamics; *Innovation; *Organizational Change; *Organizational Communication; Organizational Effectiveness; Organizational Theories

After organizations decide upon innovations these innovations must be implemented. The likelihood and the ease of getting an adoption unit (the segment of the organization responsible for translating decisions into action) to implement an innovation desired by a decision unit depend upon a number of factors: (1) the adoption unit's perception of the risk involved, (2) the complexity of the innovation, and (3) the power and communication costs required to overcome the adoption unit's resistance. The decision unit has three types of power available to it--sanction, authority, and influence--and each of these types has associated costs and demands a different level of involvement. The interaction of these various factors can be charted and the costs of various combinations assessed. Organizations must be alert to situations that might overload their communication channels and thereby prevent successful innovation implementation. (JL)

ED218763 EA014791

Smith, Ann; Boykin, Arsene

Title IX in Illinois: A Matter of Principal.

Pub Date Mar 82

Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Attitudes; Administrator Characteristics; Athletics; Females; Feminism; High Schools; Males; Predictor Variables; *Principals; *Sex Fairness; State Surveys; Tables (Data)

Identifiers-Illinois; *Title IX Education Amendments 1972

Male Illinois high school principals agree that Title IX has little effect on most nonacademic areas but a fairly substantial effect on the provision of sex equity in athletics, while female principals find Title IX more effective in all areas than do males. This information came from responses to a 13-item Likert-type questionnaire sent to 310 Illinois high school principals and answered by 201 men and 6 women. Eight items formed a scale of information on athletics and five items provided a scale for other nonacademic characteristics of the school program. Scores on both scales distributed normally. When grouped by sex, principals showed different attitudes toward the effects of Title IX, but grouping the principals by such demographic variables as age, training, experience, type of district, or size of setting disclosed no significant variations in responses. (Author/PGD)

ED218869 EC143134

Whyte, Lillian A.

A Study of the Effectiveness of Prescriptive Teaching for Exceptional Children.

Alberta Univ., Edmonton. Faculty of Education.
Spons Agency-Canada Council, Ottawa (Ontario).
Report No-ISBN-0-88864-985-1
Pub Date 80
Grant-S71-0791
Note-219p.
Available from-University of Alberta, Faculty of Education, 4-116 Ed. N., Edmonton, Alberta T6G 2G5 Canada ($8.00 each).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement; Check Lists; Cognitive Development; Delivery Systems; *Diagnostic Teaching; *Disabilities; Elementary Education; Language Acquisition; *Program Effectiveness; Psychomotor Skills; Resource Teachers; Social Development; Teacher Aides; *Teacher Effectiveness

The study was designed to demonstrate the effectiveness of diagnostic teaching with 70 children (6 to 14 years old) with learning and behavioral disorders and to investigate the administrative plan which is most efficient and effective for implementing diagnostic teaching. Ss were divided into three experimental groups--Experimental Group I with teachers assisted by a resource teacher responsible for clinical remediation and by a teacher aide, Experimental Group II with teachers assisted by a resource teacher only, and Experimental Group III with teachers assisted by teacher aides. Teachers were graded in the areas of lesson preparation, teaching skills, communication skills, relationship with pupils, classroom management, and professonal and personal qualities; and students were given a test battery of descriptive and diagnostic tests. The psychoeducational diagnosis process was considered in terms of test information collection, guidelines for analyzing test results, and interpretation of psychoeducational data. Several case studies demonstrated how the prescriptive teaching programs were designed and implemented. Pre- and posttest analyses focused on students' intellectual, perceptual-motor, language, social, and academic development. Among findings were that prescriptive teaching was successful in improving functioning in language, perceptual-motor, social, and academic development; although test scores did not increase in a simple one to one ratio of remedial exercise to area of deficit; and the administrative plan most efficient and effective in implementing the prescriptive teaching program was the teacher aide and resource teacher combined, with the resource teacher alone almost as effective. A checklist to assist teachers in structuring observation of the child is included. (SB)

ED218974 FL013074

Harvey, Thomas Edward

Rate-Alteration Technology and Its Place in the Language Laboratory.

Pub Date 19 Aug 81

Note-16p.; Paper presented at the International Foreign Language Education and Technology Conference (1st, Tokyo, Japan, August 19, 1981).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cognitive Style; Higher Education; Individualized Instruction; Instructional Innovation; *Language Laboratories; *Listening Comprehension; Secondary Education; *Second Language Instruction; *Speech Compression; Student Motivation; Time Factors (Learning)

Identifiers-*Rate Controlled Speech

A promising way to enhance student listening performance with recorded materials is to mechanically retard or advance the speed of the tape and electronically correct the accompanying shift in pitch. With a speech compressor/expander, the language laboratory can eliminate the negative psychological effects of too much speed. Beginning students especially benefit from the application of rate-alteration technology to lab programs. Student motivation is increased because the increase in comprehensibility is not at the expense of native quality of speech. Although second language learners come to the language lab with differing abilities and learning styles, all proceed through stages of listening comprehension from no comprehension in a stream of sound to eventual extended speech recognition. A proper sequencing of listening activities, providing an individualized curriculum design for field-dependent listeners, can be successfully combined with speech compression/expansion to systematically reinforce the student's confidence in his/her ability to comprehend native speech. (SW)

ED218431 CE031221

Bacon, E. Miles

Engine Tune-up Service. Unit 6: Emission Control Systems. Review Exercise Book. Automotive Mechanics Curriculum.

Florida State Univ., Tallahassee. Career Education Center.

Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date Mar 78

Note-120p.; For related documents see CE 031 208-222 and CE 033 108-109.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Auto Mechanics; Check Lists; *Engines; Evaluation Criteria; Postsecondary Education; Pretests Posttests; Review (Reexamination); Secondary Education; Study Guides; *Trade and Industrial Education

Identifiers-*Automotive Tune Up; Emission Control; *Emission Control Systems

This book of pretests and review exercises is designed to accompany the Engine Tune-Up Service Student Guide for Unit 6, Emission Control Systems, available separately as CE 031 220. Focus of the exercises and pretests is inspecting, testing, and servicing emission control systems. Pretests and performance checklists are provided for each of the seven performance objectives contained in the unit. There are 23 review exercises that are short check-ups to let the student know how well she/he has learned the material for one or more work activities covered in the Student Guide. Answers to all of the exercises are found at the back of the book. (YLB)

ED218532 CG016028

Lynch, James J.

Beating Burnout.

Pub Date Nov 81

Note-16p.; Paper presented at the Annual Convention of the New Jersey Education Association (Atlantic City, NJ, November 12-13, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attitude Measures; Behavior Patterns; *Burnout; Coping; Elementary Secondary Education; *Job Satisfaction; Organizational Climate; Psychological Patterns; *School Counselors; *Stress Variables; Teacher Alienation; *Teacher Burnout; *Teacher Morale; Teachers

Identifiers-*Stress Management

Teachers face more demands from more interest groups than other occupations and rank behind only air traffic controllers and physicians in burnout intensity. The phenomenon of burnout was examined in an analysis of 443 school counselors' survey responses. There was little difference between male and female counselors in terms of anxiety level but a slight difference existed between those who referred to their place of employment as work rather than as a school. Counselors were generally not anxious and saw little need for stress reducers. Nearly three-fourths of the subjects suffered no physical illness or family problems, although most suffered from slight irritability, worry, and frustration on occasion. The findings suggest that counselors' professional training may help reduce stress and imply that teachers may need to learn stress management techniques in their professional preparation and inservice training. A copy of the counselor burnout survey is also included. (JAC)

Shiffman, Saul

A Typology of Relapse Promoting Situations.

Spons Agency-National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
Pub Date Mar 82
Grant-NIDA-DA-01986
Note-12p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (28th, New Orleans, LA, March 24-27, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults; *Affective Behavior; *Anxiety; *Behavior Change; Behavior Patterns; Case Studies; Cluster Analysis; Crisis Intervention; Hotlines (Public); Individual Characteristics; *Smoking; *Stress Variables
Identifiers-*Relapse Crises

Outcome data on smoking cessation has emphasized that most people have difficulty not in quitting smoking, but in maintaining cessation. An attempt was made to develop a more meaningful typology of relapse-promoting situations using a sample of 183 exsmokers who called a telephone hotline seeking help to stay away from cigarettes. Two higher order clusters emerged from the cluster analysis of their responses: a positive affect situation in which self-indulgence was prominent, and a negative affect situation characterized by high levels of stress and feeling of anxiety and depression. The most homogeneous subtype of exsmoker occurred when the individual was faced with smoking-related stimuli in social drinking situations. The typology of smoking motivations suggests that the enhancements of positive affects and dimunition affects are major motivators for smoking. (Author/JAC)

ED218619 CS206953

Folkerts, Jean Lange

Report on the Russians: An Analysis of the Controversy Surrounding William Lindsay White's 1945 Account of Russia.

Pub Date Jul 82

Note-29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Bias; Content Analysis; *Government Role; Information Needs; *International Relations; Journalism Education; *News Reporting; *Public Opinion; War

Identifiers-*Media Bias; USSR; *White (William Lindsay)

During the summer of 1944, journalist William Lindsay White accompanied Eric Johnston, president of the United States Chamber of Commerce, to the Soviet Union. Early the next year White published an account of the trip, "Report on the Russians," which made the best seller lists, but which pleased few individuals and attracted a great deal of criticism. Much of the criticism accused White of being biased in his observations of the Russians, unfairly emphasizing poverty during wartime, and commenting unfavorably about industrial development under a communist regime. However, critics virtually ignored four major stories he released--stories which at that time had not been presented to the public eye but which in later years were acknowledged to be highly significant accounts. White's account and criticism raises issues of media objectivity and the role of the reporter during wartime. The focus on ideology rather than on events represented a desire for Americans to protect their national interests and to create an ideological consistency between the two great powers. Correspondents were trying to secure Russian trust and support in hope of breaking down tight censorship controls. There was also a need to promote Russian-American cooperation for world peace. Bill White's experience is a documentation of the strength of public opinion in volatile times and a reminder that the role of the press is not to promote ideological consistency or schism, nor to aid in government manipulation, but to clarify events and issues. (Author/HOD)

ED218724 EA014734

Survey of School Programs and Practices, 1980. NEA Research Memo.

National Education Association, Washington, D.C. Research Div.
Pub Date Sep 80
Note-51p.
Available from-National Education Association (NEA) Distribution Center, The Academic Building, Saw Mill Road, West Haven, CT 06516 (non-members: Stock No. 3083-4-10, $8.00; NEA members: Stock No. 3083-4-00, $3.75; all orders must be prepaid).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Censorship; Disabilities; Discipline; Educational Finance; Elementary Secondary Education; Enrollment; *Institutional Characteristics; Instructional Program Divisions; *National Surveys; Paraprofessional School Personnel; Professional Development; Professional Personnel; Public Schools; Questionnaires; Racial Discrimination; Regional Characteristics; Resource Staff; *School Demography; *School Districts; School Size; *School Statistics; Sex Discrimination; Student Behavior; Student Evaluation; Students; Tables (Data); Teacher Evaluation

The National Education Association's 1980 survey of school programs and practices involved sending questionnaires to 805 representative school systems serving 300 or more students. Exactly 508 usable questionnaires were returned. Thirteen topical areas were explored: (1) increases and decreases in student enrollment and numbers of teachers; (2) formats for clustering groups of grades at different levels; (3) curriculum content and course offerings; (4) instruction available in 12 specific subject areas; (5) methods and uses of student evaluation; (6) importance of and responses to discipline problems; (7) financing; (8) attempts at censorship of school courses or materials by those outside the school system; (9) provisions for educating the handicapped; (10) provisions for professional development; (11) methods and uses of teacher evaluation; (12) the nature of written plans for ending racial and sexual discrimination; and (13) the availability of 13 types of specialists. Highlights of the results of the findings in each topic area are discussed, and the responses to each question are presented in tabular form, broken down by region and by size of school system. (PGD)

ED218744 EA014772

Hockstaff, Jim

The Child Development Specialist Program.

Oregon School Study Council, Eugene.

Pub Date May 82

Note-28p.

Available from-Oregon School Study Council, College of Education, University of Oregon, Eugene, OR 97403 ($4.00; $3.00 prepaid; quantity discounts).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Child Development Specialists; Developmental Programs; Models; Primary Education; Program Implementation; Qualifications; School Districts; Staff Role; State Legislation; *State Programs; Student Behavior

Identifiers-*Oregon

This bulletin traces the history of Oregon's Child Development Specialist (CDS) program, desribes development of the program model, discusses the qualifications and role of the specialist, presents a brief overview of the implementation of the CDS program in Salem (Oregon), provides evidence of the state program's success, and suggests methods for initiating CDS programs at the district level. As mandated by state law, the program is intended to encourage local districts to make the services of child development specialists available to pupils in primary grades. The specialists are to help the students develop positive attitudes toward themselves and others and to guide the school staff in identifying learning or developmental problems. In addition, they help parents understand and deal with their children's aptitudes and needs and assist all concerned in finding outside sources of help if required. (Author/PGD)

ED218847 EC143109

Mirkin, Phyllis; And Others

The Effect of IEP Monitoring Strategies on Teacher Behavior.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Report No-IRLD-RR-62

Pub Date Dec 81

Contract No-300-80-0622

Note-37p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Disabilities; Educational Objectives; Goal Orientation; *Individualized Education Programs; *Measurement Techniques; Special Education Teachers; *Teacher Attitudes

The effects of individualized education program (IEP) monitoring strategies on 20 special education teachers' long term and short term estimates of student achievement, their satisfaction with students' programs, and their modifications in students' programs was examined. Teachers were randomly assigned to an IEP monitoring treatment: short term goal measurement (STGM) or long term goal measurement (LTGM). Analyses revealed that the teachers' long term estimates of student achievement were unrealistically high and similar in both treatment groups. Their short term estimates were conservative, but more optimistic and realistic for the STGM group. Additionally, the STGM teachers were more satisfied with their students' programs and introduced instructional program changes less frequently. (Author)

ED218917 EC143291

Wallick, Mollie Marcus

Contrasting Mother-Infant Contact: Educational Consequences a Decade Later.

Pub Date Apr 82

Note-14p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session F-81).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; *Attachment Behavior; *Disabilities; Followup Studies; Grade Repetition; Hospitals; Infants; *Interaction; Neonates; *Parent Child Relationship; Prediction; Sex Differences; Slow Learners; Speech Handicaps

Effects of maternal-neonatal extended contact or separation were examined in 76 children (8 to 10 years old), five of whom were receiving special education services, and 28 who had been retained in their grade. Of the five Ss requiring special services, three were classified as slow learners and two as speech impaired, two conditions linked by previous research to deprived maternal-neonatal contact. Deprived contact was also a prediction of grade retention. In total, 50% of Ss born at a hospital enforcing mother-baby separation totaling several days required specific educational intervention. Incidence was even higher (65%) for males born at that hospital. (CL)

ED218936 FL012996

Dixon, Rebecca

PLATO Reaches International Students with English Lessons.

Illinois Univ., Urbana. Language Learning Lab.

Pub Date 81

Note-15p.

Available from-Not available separately, see FL 012 990.

Document Not Available from EDRS.

Descriptors-Animation; *Computer Assisted Instruction; *Cultural Education; Display Systems; *Educational Games; *English (Second Language); Feedback; *Foreign Students; Grammar; Higher Education; Online Systems; Pattern Drills (Language); Programed Instructional Materials; Puzzles; Reading Instruction; Second Language Instruction; Spelling; Student Characteristics; Teaching Methods

Identifiers-*PLATO IV; University of Illinois Urbana Champaign

English as a Second Language (ESL) PLATO lessons, the students for whom the materials were designed, and the effectiveness of the program at the University of Illinois, Urbana-Champaign, are examined. Two groups of ESL students on the campus have been involved in computer assisted instruction--international students whose native language is not English who have been admitted into degree programs at the university, and nonnative speakers of English attending the Intensive English Institute on the campus and who are not in university degree programs. The lessons have been designed for two levels of students (loosely defined as high and low) and arranged and written to serve as supplementary to the classroom work. Students are assigned four hours of time per week on PLATO, and each unit usually includes four lessons--structure, spelling, dictation, and either a reading or culture lesson. In the two groups, the students are paced through the lessons by a router that will, to an extent, prevent the student from attempting to work with lesson material on PLATO which has not been introduced in class, since PLATO lessons assume prior classroom instruction. The first unit in both programs is a help lesson that provides an introduction to PLATO, the keyboard, the function of the nonletter keys, and the vocabulary used by PLATO to give instructions and to supply feedback. Animation and graphic illustrations have been used in presenting many of the grammar and culture concepts. Games such as crossword puzzles, matching, and word discovery are also used. At present, the lessons only supplement lessons 1-17 of the text, and entail a 16-week study period. The completion of the PLATO lessons to correspond to the text lessons is anticipated. (SW)

ED218661 CS207092

Flower, Linda S.; Hayes, John R.

A Process Model of Composition. Technical Report No. 1.

American Institutes for Research, Washington, D.C.; Carnegie-Mellon Univ., Pittsburgh, Pa.; Siegel & Gale, Inc., New York, N.Y.
Spons Agency-National Inst. of Education (DHEW), Washington, D.C.
Pub Date 15 Aug 79
Contract No-400-78-0043
Note-108p.; Figures marginally legible.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Cognitive Processes; Educational Theories; *Models; *Research Methodology; *Writing Processes; *Writing Research
Identifiers-*Protocol Analysis

The three papers in this report set forth the research methodology and the theory used in one research project to identify the processes involved in writing. The first paper proposes a method, termed protocol analysis, for use in identifying the organization of writing processes. It defines protocol analysis as a means for examining the detailed sequence of activities of a subject performing a task, shows how the technique can be used to identify writing processes, and describes some early research results obtained through its use. The second paper examines various hypotheses about the dynamics of writing and explores the constraints implicit in the writing task through a discussion of the knowledge, language, and rhetorical problems of one subject. The final paper presents an overview of the strategic decisions in investigating the writing process and summarizes the protocol analysis methodology. (FL)

ED218704 EA014627

Bitter, Gary G.

Survey of Arizona Public School Practices and Needs for Computer Assisted Instruction.

Pub Date May 80

Note-18p.; This study was initiated by the Working Group on Microcomputers in Education, College of Education, Arizona State University, Tempe, Arizona. For a related document, see EA 014 626.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Computer Assisted Instruction; Computer Programs; Elementary Secondary Education; Inservice Teacher Education; *Microcomputers; Needs Assessment; Program Development; Program Implementation; *State Surveys

Identifiers-*Arizona

A survey of 46 Arizona school districts revealed that the districts use computer assisted instruction most frequently in language courses; 37 percent of the responding districts use microcomputers, but 45 percent of all microcomputers are used in only one district; use of microcomputers is planned for both administration and instruction; and respondents are interested in programs helping them more fully utilize microcomputers. The survey questionnaire also asked respondents to list computer assisted instruction programs that they could share or develop with other school districts and problems with which the Arizona State University Microcomputer Laboratory could assist districts. It was concluded from the survey that Arizona school districts are interested in educational applications of microcomputer technology but are finding utilization difficult because of lack of trained personnel and effective software. Several responses to the needs identified in the survey were recommended: courses in the educational use of computers for education majors; inservice programs on computer familiarization; workshops for software development; a program to assist districts in instructional and academic program development, educational use of microcomputers, and hardware selection; and presentations at administrator conferences and inservice programs to promote administrator computer literacy. The questionnaire is appended. (Author/JM)

ED218764 EA014792

Johnson, Ronald B.; Licata, Joseph W.

Urban School Administrator Grapevine Structure.

Pub Date Mar 82

Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrative Organization; Elementary Secondary Education; *Informal Organization; Networks; *Organizational Communication; Organizational Theories; Peer Relationship; *Principals; Urban Education

Identifiers-Network Analysis; Replication

To test the replicability of an earlier study of the informal relationships among school administrators, researchers interviewed 16 principals of schools in an urban district in the southwestern United States. The earlier study had used unstructured scheduled interviews with 28 principals in a small city and suburban district to discover grouping and interaction patterns. That study found that principals tended to communicate most with only one or two peers, were aware of other informal grapevines, and formed guild-like patterns at the secondary level and clan-like patterns at the elementary level. Analysis of the information gathered in the current study revealed patterns generally similar to those found earlier. Informal interaction tended to parallel formal structure, taking place through verbal means in dyads and triads of trusting peers. A clan-like structure extended into the secondary principals in the later study, perhaps because of a past relationship between two specific elementary and secondary administrators. Sponsorship ties (links between principals and their former subordinates who have since become principals in their own right) seem particularly important to the grapevine structure. An important function of the grapevine was to allow principals to protect themselves and their organizations through "boundary-spanning" activities. (Author/PGD)

ED218893 EC143158

Stile, Stephen W.; Thompson, Jim

Intervention Efficiency, Subsequent Placements, and Cost Effectiveness of Two Preschool Programs for Handicapped Children.

Pub Date 13 Apr 82

Note-18p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session T-57).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disabilities; Infants; *Intervention; Preschool Education; *Program Costs; *Program Effectiveness; *Program Evaluation; Student Placement

Identifiers-*Open Door Programs

Evaluation data are presented for the Open Door infant, toddler, and preschool programs (Las Cruces, New Mexico) for handicapped young children. Effects of intervention are reported in terms of learner gain for each child, mean gains for each child across developmental areas, mean gains for groups within each developmental area, subsequent placements for graduates for the preschool programs, and financial costs in relation to regular and special education public school programs and institutionalization. Findings are said to include that graduates were remaining in local public school programs, and that the costs compared favorably to those reported in recent literature. (CL)

ED218954 FL013044

Porcher, L.

Towards Communicative Autonomy for Migrants.

Council for Cultural Cooperation, Strasbourg (France).

Report No-CC-GP4-(81)-28

Pub Date 10 Nov 81

Note-10p.; Paper presented at the conference "Across the Threshold towards Multilingual Europe--Vivre le Multilinguisme Europeen" (Strasbourg, France, February 23-26, 1982). For related documents, see FL 013 041-046.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education; *Communicative Competence (Languages); Cultural Education; Educational Cooperation; Foreign Countries; International Educational Exchange; *Migrants; *Needs Assessment; Pilot Projects; Postsecondary Education; *Second Language Instruction; Teaching Methods; Threshold Level (Languages)

Identifiers-Council of Europe (France); Europe (West)

The Modern Languages Project group devoted to language teaching and learning with respect to migrants conducted its work against the background of the fundamental principles of the Council of Europe. The principles are the following: a learner-centered approach, learner autonomy, flexibility, communicative competence, and treating the learner as a person and as a social being. The action taken falls under five headings: (1) descriptive tools deriving from the threshold level approach; (2) information tools, that is, methodological experiments, needs analysis, and problems of migrant children; (3) pilot projects in three countries initially (Germany, France, and Sweden); (4) colloquies and meetings; (5) new pilot projects as a result of the colloquies; and (6) coordination with the Council of Europe's project on the educational and cultural development of migrants in Europe. Finally, avenues for future exploration are identified in the areas of learner autonomy, assessment, language and culture, teacher training, the education of children and adolescents, design and production of teaching/learning instruments, and coordination and cooperation. (AMH)

ED218453 CE031899

Paquin, Andre, Ed.
Canadian Counsellor. Special Edition on Employment Counselling = Conseiller Canadien. Edition Speciale sur le Counselling d'Emploi.
Canada Employment and Immigration Commission, Ottawa (Ontario). Occupational and Career Analysis and Development Branch.; Canadian Guidance and Counselling Association, Edmonton (Alberta).
Pub Date Oct 80
Note-102p.
Available from-The Editor, Canadian Counsellor, Dept. of Educational Psychology, 6-138F Education II, The University of Alberta, Edmonton, Alberta T6G 2G5 ($4.00).
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Blue Collar Occupations; *Career Counseling; Counseling; *Counseling Objectives; *Counseling Services; *Counseling Techniques; *Counseling Theories; Counselor Certification; Counselor Characteristics; Counselor Qualifications; Educational Practices; *Employment Counselors; Group Counseling; Measurement Techniques; Personality Traits; Problem Solving; Self Evaluation (Individuals); Testing Programs; Values; Vocational Adjustment; Work Attitudes
Identifiers-*Canada

This special edition on employment counseling contains a series of articles demonstrating some of the employment counseling initiatives currently underway in Canada. Included are separate English and French texts of each of the following articles: "The Assessment Component of Employment Counselling: Some Suggestions," by P. J. Patsula and J. E. Boyle; "A Problem Solving Approach to Group Employment Counselling," by W. A. Borgen and N. E. Amundson; "Certification in Testing Programs," by M. I. Bezanson, G. Busque, P. Jean, and A. J. Monsebraaten; "The Audio-Tape Recording of Counselling Sessions," by W. R. Andrews and C. F. Johnston; "The Use of Self-Estimated Aptitudes in Employment Counselling," by J. A. G. Booth and M. S. Laurin-Dumas; "A Model, Specifications, and Sample Items for a Measure of Career Adaptability in Young Blue Collar Workers," by E. G. Knasel; and "Canadian Work-Related Values," by M. C. Casserly. (MN)

ED218472 CE032813

Stull, William A.

Leadership Styles of Cooperative Education Directors, Organizational Characteristics and Elements of Program Success in Colleges and Universities in the United States. Research Monograph, Number 4.

Utah State Univ., Logan. Coll. of Business.
Spons Agency-Department of Education, Washington, DC.
Pub Date Sep 81
Grant-G008005091
Note-150p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Administrator Characteristics; *Administrators; *Cooperative Education; Cooperative Programs; Higher Education; Individual Characteristics; *Institutional Characteristics; Leadership Qualities; *Leadership Styles; Outcomes of Education; *Program Effectiveness; Supervisors

The purpose of this study was to determine the relative contribution of the leadership styles of cooperative education directors and organization structural characteristics of the program and institution to cooperative education program outcomes in colleges and universities in the United States. The target population was all cooperative education directors at colleges in the United States--obtained from a mailing list of 397 two-year and 505 four-year institutions that have cooperative education programs. A sample consisting of 15 directors for two-year and 15 for four-year colleges, for each of six geographic regions of the United States was selected and mailed questionnaires; 139 usable questionnaires were returned. Results of the study showed cooperative education directors having a low mean leadership style of consideration score and an average initiating structure score, suggesting that factors outside the study may have resulted in these persons having a perceived leadership style of consideration lower than norms for educational supervisors. There were no linear relationships found significant among leadership style variables and organizational structural variables. Moreover, there were no statistically significant linear relationships among the leadership styles, organization structure, and cooperative education program outcome variables as measured in this study. It was recommended that research be conducted to determine what other variables might account for program outcomes in cooperative education. (KC)

ED218533 CG016029

Roddy, Vernon; Stoner, Kenneth L.

Direct and Indirect Economic Impacts of the Department of Residence Halls of the University of Tennessee at Knoxville (U.T.K.) on U.T.K. and the Knoxville Area Tennessee, U.S.A.: An Exploratory Report.

Tennessee Univ., Knoxville.
Pub Date 20 Apr 77
Note-137p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*College Housing; College Students; *Dormitories; *Economic Factors; Educational Facilities; Educational Finance; *Fiscal Capacity; Higher Education; Models; Role Perception; *School Community Relationship; Student College Relationship; Student Personnel Services
Identifiers-*Economic Impact Studies; Tennessee (Knoxville); *University of Tennessee Knoxville

The University of Tennessee residence halls have been considered a central component of the total university educational program. Although they play an important role in the socialization and development of students, the residence halls also have a considerable economic impact on the Knoxville community. Statistics from a study of the university's influence on the economic growth of Knoxville showed that in 1970 the university accounted for eight percent of the area's total personal income and over four percent of the area's employment. The residence halls and auxiliary enterprises accounted for 24% of the university's income in 1974. Approximately 95% of the Residence Halls Department budget was spent locally, while 93% of the revenue originated outside the Knoxville area. The impact of resident students' personal spending in the community was also found to be substantial. Although geographically specific, this study could be used as a model for conducting similiar research on the economic effect of college housing on a local community. (JAC)

ED218555 CG016055

Wooley, Marilyn; Vigilanti, Mary Ann

Psychological Separation and the Sexual Abuse Victim: A Theoretical Model.

Pub Date Aug 81

Note-12p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Abuse; Counseling Techniques; Emotional Problems; *Family Problems; *Females; Group Therapy; Models; Parent Child Relationship; Psychological Patterns; *Psychotherapy; Sexuality; *Victims of Crime

Identifiers-*Double Bind Hypothesis; *Incest

This paper hypothesizes about the occurrence of double-binds in incestuous families and proposes a method of treatment which attempts to help adult women who were sexually abused as children cope with the double-bind and achieve separation-individuation. The double-bind is defined as a no-win situation in which the abuse victim received conflictual messages from the family. Separation-individuation is defined as a process by which the individual forms a sense of self, differentiated from that of the parents. The double-bind pattern in families is described as involving a perpetrator, a recipient of sexual advances, and other family members who collude in the event. The process of psychotherapy presented in this paper includes: (1) definition of the problem; (2) education about family dynamics; (3) externalization of emotions; (4) encouragement for the grieving process; (5) building of trust; and (6) coping with ambiguous relationships. The materials also report on the findings of a study in which the psychotherapy process was tested with a group of clients at a mental health clinic and the results revealed that most were able to conquer the separation-individuation issue. (JAC)

ED218599 CS006745

Humphrey, Mary M.; Kleiman, Glenn M.

An Analysis of Children's Avoidance of Distraction within a Framework of Attention Processes. Technical Report No. 256.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (ED), Washington, DC.
Pub Date Jul 82
Contract No-400-76-0116
Grant-HD-00244
Note-50p.
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adaptation Level Theory; *Attention Control; *Attention Span; *Child Development; Cognitive Processes; Learning Problems; Reading Difficulties; *Reading Research; *Research Needs; Time on Task
Identifiers-*Distraction

A conceptual framework of attention can be organized around three functions of attention: determining how much capacity is to be deployed (attention allocation), for how long (attention maintenance), and to which potential information sources (attention direction). Within this framework, several critical distinctions can be made between processes that have previously been treated as unitary. For example, attention maintenance can be distinguished from attention allocation since attention maintenance is not a passive continuation of an initial allocation of attention to task, but rather it is an active sustained processing that keeps capacity deployed. Additional distinctions can be made between sustained processing and avoidance of distraction and within the area of distraction. This leads to the concept of age-appropriate distractibility, which encompasses a description of avoidance of distraction performance in terms of interaction between task variables, such as type of distractor, and child characteristics, such as developmental level. A review of the literature on children's attention within this framework can identify several areas where needed information is not available. In particular, little is known about children's task analysis and monitoring abilities in all areas of attention capacity development. The investigation of component processes of attention in special children should enable the diagnosis of attention problems by functional categories, such as sustained processing or avoidance of distraction deficits, rather than the current, less analytic diagnostic categories, such as hyperactivity and learning disability. (HOD)

ED218640 CS207055

Edeani, David O.

Role of Information Relevance, Source Credibility, and Decisional Consequence on Attitude Change, and the Verbal Attitude-Overt Behavior Correspondence.

Pub Date Jul 82

Note-43p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adoption (Ideas); *Attitude Change; *Attitude Measures; *Behavioral Science Research; Behavior Change; Cognitive Measurement; College Students; Communication Research; Conflict Resolution; *Credibility; Higher Education; Motivation Techniques; *Persuasive Discourse

A serious problem in the area of attitude research is the low relationship between verbal attitude and supposedly related overt behavior. A study tested a model derived from M. Deutsch's proposition on persuasive communication stating that for communication to be effective in a conflict situation, it must convey to the information receiver the basic elements of specificity of the source's recommendations, costs that would result from compliance with the recommendations, values and benefits that would accrue to the receiver for complying with the recommendations, harmful consequences that would result from noncompliance, and expressions of the source's power to induce compliance. An attitude questionnaire was administered to 353 undergraduate students to measure their attitudes toward a "petition" directed toward the United States Congress to speed up passage of bipartisan legislation to establish a national health insurance program. Results provided strong support for the hypothesis that information relevance, source credibility, and decisional consequence would collectively and individually influence attitude change. The measurement of consequence as the quotient of the value/cost measures had a similar effect on the motivational component of attitude. Together the results support the assumption that cognition provides the basis for the affect that the individual expresses, and that motivation represents the dispositional (readiness-to-act) character of the individual's attitude. (HOD)

ED218683 CS503873

Streeter, Thomas

Network Broadcasting and the Myth of Competition: A Review of the FCC's Investigations of Network Dominance.

Pub Date May 82

Note-31p.; Paper presented at the Annual Meeting of the International Communication Association (Boston, MA, May 2-5, 1982).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Broadcast Industry; *Competition; Economic Factors; *Federal Regulation; Investigations; *Policy; Public Opinion; Telecommunications

Identifiers-*Federal Communications Commission; *Television Networks

In the public eye, three major investigations by the Federal Communications Commission (FCC) into the dominance of the broadcast networks have appeared as battles between opposing forces with lively conflicts as the FCC combats monopolistic power in the name of public interest. In spite of the past investigations and the resulting regulations, however, broadcasting is still overwhelmingly dominated by a handful of large corporations whose policies are the most important determinants of broadcast structure and content. FCC policy has done little to alter this situation and in many cases has helped further it. Hence, the image projected by the investigations serves only to mask a cooperative relationship between the broadcast networks and the FCC. A survey of the history of the investigations shows that this process is made possible by the mythology of the marketplace, which presupposes competition in broadcasting without allowing for exploration of the possibility that marketplace economics are an inadequate framework for understanding broadcast structure. In this light, the deregulatory bent of the investigation completed in 1980, appears not as a departure from the approach of its predecessors, but a continuation of it. (Author)

ED218785 EA014813

Robbins, Albert E.; Dingler, Diana D.

Parents and Federal Education Programs. Volume 3: ESAA. The Study of Parental Involvement.

System Development Corp., Santa Monica, Calif. Studies and Evaluation Dept.

Spons Agency-Department of Education, Washington, DC.

Report No-TM-6974/006/00

Pub Date Apr 81

Contract No-300-78-0437

Note-222p.; Some tables may reproduce poorly due to small print of original document. For related documents, see EA 014 811-817.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Elementary Secondary Education; *Federal Programs; Governance; Instruction; Parent Education; *Parent Participation; *Parent Role; *Parent School Relationship; *Program Evaluation; School Community Relationship; School Support

Identifiers-*Emergency School Aid Act 1972

This third volume in a series of seven is part of a larger study of parental involvement in four federal programs in selected school districts across the country. Presented here are the results of an intensive examination of projects funded by the Emergency School Aid Act (ESAA). Site studies of ESAA projects yielded data on the five ways parents could participate in the programs--through governance, instruction, parent education, school support, and community-school relations. The researchers found that all 12 sites in the sample had established district-wide advisory committees, but that these committees were not decision-making bodies. Their lack of participation in policy making was largely attributed to the project directors' failure to encourage parent leadership. Few sites involved parents in the instructional process--as paraprofessionals, volunteers, or as tutors at home. However, the data did indicate that parental participation in instruction could bring changes in teachers' instructional approaches, improve student performance, and increase parents' interest in their children's educational experiences. Few consequences of parental involvement were reported in school support, parent education, or community-school relations activities. Where evident, parental participation appeared to encourage student interest in school and to enhance the opportunity for parents to be hired as paid aides. For each area of involvement studied, policies and activities are suggested for improving parent participation. (Author/WD)

ED218804 EA014874

Wiles, Marilyn M.; And Others

E + S = $ [squared]. Energy in Schools Costs Too Much: A Report on the Impact of Energy Costs on New York State Schools.

New York State Senate Research Service, Albany.

Pub Date Jun 82

Note-190p.; Prepared by the Task Force on Critical Problems.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Elementary Secondary Education; *Energy; *Energy Conservation; Federal Programs; *Fuel Consumption; Fuels; National Surveys; Operating Expenses; Program Costs; Program Effectiveness; *School District Spending; State Programs; State Surveys; *Statewide Planning; Tables (Data)

Identifiers-Energy Consumption; *Energy Management; *New York

In four sections this report examines the effects of rising energy costs on New York State's public elementary and secondary schools and makes recommendations to ameliorate problems. Section 1 gives overviews of both total energy use and energy use in education at the national and state levels, and observes that energy cost increases have forced districts to either cut programs or reduce energy consumption. The second section of the report measures the effectiveness of federal and state efforts at energy conservation in education, and then analyzes the extent of energy conservation in New York State schools from 1972 to 1979, noting the effects of such factors as district wealth, tax effort, size, and urban or rural location. Section 3 reports on a survey of 28 other state education agencies' methods of handling energy problems. It also describes successful energy management programs in two regions and one district of New York State. Twelve recommendations are presented in section 4 concerning a state energy management plan, statewide training in energy management, state incentives for energy conservation, school district energy management activities, and state support for continuation of federal energy programs. Four appendices provide further data on energy consumption and costs. (RW)

ED218825 EC142777

Thielman, Virginia B.; And Others

John Tracy Clinic: Programa de Ensenanza por Correspondencia para Los Padres de Ninos Sordo-Ciegos de Edad Preescolar (John Tracy Clinic Correspondence Learning Program for Parents of Preschool Deaf-Blind Children).

John Tracy Clinic, Los Angeles, Calif.; Southwestern Region Deaf-Blind Center, Sacramento, Calif.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date [73]

Note-472p.; The document is a Spanish translation of EC 142 776.

EDRS Price - MF01/PC19 Plus Postage.

Descriptors-Child Development; *Communication Skills; Correspondence Study; Daily Living Skills; *Deaf Blind; Educational Games; *Home Instruction; Language Acquisition; Learning Activities; Lesson Plans; Motor Development; Parent Child Relationship; *Parent Role; Preschool Education; Self Care Skills; Sensory Training; Sign Language; *Stimulation

Written in Spanish, the document contains a correspondence learning program for parents of deaf blind preschoolers. An introductory section gives preliminary instructions, an introduction to sign language, and a list of resources for deaf blind children. Twelve lessons follow with information on: the parent's role in teaching the child, visual problems, hearing discipline, play, language and communication, creative activities, listening, community services, independence, a self test and review, and the child's future. The bulk of the document is made up of sequenced learning steps covering communication (sign language, sensory training, written language, music and rhythm); gross motor development; fine motor development; eating; sleeping; toilet training; dressing and undressing; and personal hygiene. Charts, illustrations, learning activities, and games are provided throughout the text. (SB)

ED218848 EC143110

Wesson, Caren; And Others

Teachers' Use of Self Instructional Materials for Learning Procedures for Developing and Monitoring Progress on IEP Goals.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Report No-IRLD-RR-63
Pub Date Jan 82
Contract No-300-80-0622
Note-44p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Autoinstructional Aids; *Disabilities; Educational Objectives; Independent Study; Individualized Education Programs; Inservice Teacher Education; *Measurement Techniques; Teacher Attitudes; *Teacher Role

Six special education resource teachers pilot tested a manual designed to train teachers to use direct and frequent measurement techniques to monitor students' progress toward individualized goals and to evaluate the effectiveness of the students' instructional program. The accuracy of implementation of the procedures described in the manual and teachers' satisfaction with these procedures were evaluated, and the amount of time teachers spent in these measurement activities was documented. Results indicated that the manual was a satisfactory self instructional tool; the teachers were accurate in the implementation of the procedures and were highly satisfied with the manual. The primary problem with the training format was a decrease in teacher efficiency. In contrast to findings from more intensive training efforts, the teachers trained by the manual alone actually required more time for measurement at the end of the project than they had needed originally. (Author)

ED218994 HE015183

Black Higher Education Fact Sheet. Did You Know? About Black Graduate and Professional Enrollment. #8, March 1982.

National Advisory Committee on Black Higher Education and Black Colleges and Universities (ED), Washington, D.C.
Pub Date Mar 82
Note-12p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Access to Education; Black Colleges; *Black Students; Declining Enrollment; Educational Opportunities; *Enrollment Trends; Full Time Students; *Graduate Study; Higher Education; Majors (Students); Part Time Students; *Professional Education; Trend Analysis

Information concerning the enrollment of black students in graduate and professional educational programs is presented. The data indicate that 1976-1977 was the turning point for black graduate participation in that actual enrollment and proportional representation has receded from those heights in subsequent years. Enrollment trends include the following: black graduate enrollment fell to 60,059 in fall 1980, an 8 percent drop from the peak of 1976-1977, while total graduate enrollment rebounded from a slight 1978 drop and surpassed 1,100,000; the decline in total black graduate enrollment in fall 1980 was precipitated by losses in part-time, rather than full-time students; in 1976-1977 black students made up 6.0 percent of total graduate enrollment, 5.1 percent of full-time graduate enrollment, and 6.6 percent of part-time graduate enrollment, while in fall 1980, these proportions were 5.5 percent, 5.0 percent, and 5.8 percent, respectively; in 1978 there was a 5 percent decline in first-year graduate enrollment and about a 10 percent drop in black first-year graduate students from 1976; one possible cause for the drop in first-year graduate enrollment is evident in a corresponding increase in professional enrollment; despite numerical growth, black first-professional students comprised only 4.6 percent of the 1980 total, compared to 4.5 percent both in 1976 and 1978; black graduate and professional students still rely disproportionately on historically black college (HBC) programs for access to advanced educational opportunity; almost 18 percent of HBC graduate enrollment was white and over 11 percent was international students; fall 1980 data reveal that black graduate students are still minimally represented in sciences and engineering. (SW)

ED218432 CE031222

Morse, David T.; May, Theodore R.

Engine Tune-up Service. Unit 6: Emission Control Systems. Posttests. Automotive Mechanics Curriculum.

Florida State Univ., Tallahassee. Career Education Center.

Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date Mar 78

Note-77p.; For related documents see CE 031 208-221 and CE 033 108-109.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Auto Mechanics; *Engines; Postsecondary Education; Pretests Posttests; Secondary Education; *Trade and Industrial Education

Identifiers-*Automotive Tune Up; Emission Control; *Emission Control Systems

This book of posttests is designed to accompany the Engine Tune-Up Service Student Guide for Unit 6, Emission Control Systems, available separately as CE 031 220. Focus of the posttests is inspecting, testing, and servicing emission control systems. One multiple choice posttest is provided that covers the seven performance objectives contained in the unit. (No answer keys are provided.) (YLB)

ED218492 CE033124

Military Curriculum Materials for Vocational and Technical Education. Welding High and Low Pressure Lines, 3-26.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date [81]
Note-173p.; This course was adapted from original U.S. Air Force curriculum materials.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Construction (Process); Construction Materials; Learning Activities; Lesson Plans; Postsecondary Education; *Repair; Secondary Education; Structural Elements (Construction); *Teaching Methods; Technical Education; Units of Study; *Vocational Education; *Welding
Identifiers-Military Curriculum Project; *Pipelines

This short course in welding high and low pressure lines was adapted from military curriculum materials for use in vocational education. The course is designed to teach safety requirements for work with high and low pressure pipelines; pipe welding requirements and specifications; special pipeline repair welding applications; layout of pipe joints; metallic arc welding of carbon steel pipe; and inert gas shielded arc welding of stainless steel and aluminum pipe. The course consists of nine lessons covering 57.5 hours of instruction. The course contains materials for both student and teacher use. Printed materials for the instructor include a plan of instruction for the course and lesson plans for each lesson. These contain an outline of instruction, objectives, activities, materials and tools needed, text assignments, and references. Student materials consist of a study guide containing objectives, information, questions, and references. (This course was designed for students with experience in basic welding.) (KC)

ED218579 CS006680

Evans, Nancy J.

A Study of How the Family Is Portrayed in Basal Readers.

Pub Date Apr 82

Note-60p.; M.A. Thesis, Kean College of New Jersey.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Basal Reading; Content Analysis; Cultural Differences; *Family Life; Family Structure; Females; Males; *One Parent Family; Primary Education; Reading Materials; *Reading Research; Role Models; *Sex Role; Textbook Content; *Textbook Evaluation

A study examined the ways that basal readers portrayed the family. It was expected that the readers would give only token representation of both parents working or of one-parent or mixed marriage families, and that very few portrayals of reading or of reading materials would be found. Eight basal readers from 6 publishing companies for grades 1 through 3 were analyzed, resulting in 367 stories dealing with the family. The results indicated that the stories were about people of varied ethnic origins and dealt with various story settings in history as well as with different countries. Family settings were varied from city to the suburbs, with the latter portrayed in almost half the stories. Only 6% of the depicted families were one-parent families, and divorce was mentioned only once and alluded to twice; however, no story mentioned stepparents or stepchildren. The death of a parent was referred to twice, but occurred prior to the story. Children were seen reading in 32 stories, but parents were rarely found reading. The work world of these families was vague or nonexistent, and only nine stories portrayed both parents working in a two-parent family. (HTH)

ED218918 EC143292

Vasa, Stanley F.; And Others

The Special Education Resource Teacher as a Consultant: Fact or Fantasy.

Pub Date 16 Apr 82
Note-32p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session F-B3).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Consultation Programs; *Disabilities; Elementary Secondary Education; Resource Room Programs; *Resource Teachers; *Role Perception; *Teacher Role

Two studies were conducted to examine the difference between the roles of resource teachers as proposed in the literature and the actual allotment of time in practice. Studies involved 101 graduate students in a university resource teacher training program and 371 resource teachers in the public schools. Findings confirmed previous conclusions that resource teachers are devoting minimal amounts of time to the indirect service roles of consultation and inservice with regular teachers. No significant differences existed in the consultation activity undertaken by Ss at various degree levels. Demonstration teaching time was the only variable that correlated somewhat with amount of time devoted to consultation. Findings emphasized the desparity between the literature models and actual practice. Implications for higher education include the selection of appropriate persons to enter resource teacher training, while implications for public schools include the need to operationalize a philosophy that stresses the consultative function of resource teachers and the provision of administrative support for such a role. (CL)

ED218975 FL013082

Taira, Tatsuo

The Attitudes and Practices of Japanese Teachers of English in Secondary School.

Pub Date [82]

Note-30p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*English (Second Language); *Language Teachers; Questionnaires; School Surveys; Secondary Education; Student Needs; *Teacher Attitudes; Teaching Methods

Identifiers-*Japan

A study was conducted to analyze the attitudes and English teaching methods of some Japanese teachers of English in secondary schools in Japan. Questionnaires were sent to 50 junior high teachers and 50 high school teachers of English as a second language (ESL). The data analysis is based on responses from 20 junior high teachers and 32 high school teachers. The following points were at issue in the study: (1) the effects on English class activities of entrance examinations to high schools or universities; (2) English teachers' difficulties in teaching listening and speaking in class; (3) teachers' time needs for preparation of classes; (4) teachers' attitudes toward the recent reduction of lessons per week in junior high schools; and (5) students' psychological disadvantages in learning English. Appendices include the questionnaire used in the study and statistical results of the questionnaire. (Author/AMH)

ED218513 CE033172

Evans, Karen

Day Release--A Desk Study. The Nature, Aims and Quality of the Education and Training Undertaken by Young People Following Day Release Courses Leading to Recognised Qualifications. Project Report 2.

Surrey Univ. (England).

Spons Agency-Further Education Curriculum Review and Development, London (England).

Pub Date Jan 80

Note-199p.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Adolescents; Adult Education; Continuing Education; Course Content; *Educational Attainment; Educational Policy; Educational Practices; Educational Trends; Futures (of Society); Job Skills; Literature Reviews; *Outcomes of Education; Postsecondary Education; *Program Development; *Program Effectiveness; Program Evaluation; Public Policy; *Released Time; Skill Development; *Student Educational Objectives; Work Experience

Identifiers-*England

Since the post-war years the popularity of day release has grown to the extent that in 1977-78 approximately one-fifth of Britain's population of 16-18 year olds in employment were released by their employers to continue their education. Most of these youths are enrolled in non-advanced courses of general or vocational education up to the standard of General Compulsory Education or its equivalent, and they most frequently pursue commerical, technological, art, and agricultural courses. The day release mode is characterized by voluntarism and the separation of education and training. Since the beginnings of day release, government policy has been geared towards rationalizing the program into a national system. Despite this, there still exist inconsistencies in policy, especially with respect to principal examining and validating bodies. Among those directions towards which day release is progressing are the following: vocationalization, democratization, periodicity, egalitarianism, and deschooling. Review of the numerous studies evaluating day release indicates that while the system manifests serious deficiencies in its ability to cater to the socially and educationally disadvantaged, in student placement, and in linkage, it has generally been effective in meeting employers' needs for supporting and relevant training. (MN)

ED218620 CS206954

Dunwoody, Sharon L; Ryan, Michael

Public Information Personnel and Scientists.

Pub Date Jul 82

Note-22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attitude Measures; *Information Sources; Journalism; Mass Media; *Media Research; *News Reporting; *Public Relations; *Scientific Attitudes; *Scientists

A study examined the attitudes of scientists toward public information personnel and media coverage. Of 456 subjects (half social and behavioral scientists and half biological scientists) chosen randomly from the "American Men and Women of Science" reference books, 287 responded to the seven-page, two-part questionnaire. Part one contained 34 attitude statements, and part two elicited information about the extent to which the scientists worked with public information personnel and about their academic and professional backgrounds. The results indicated that large numbers of scientists work at institutions that have public information offices and that their attitudes toward public information personnel are generally positive. Also, the scientists thought it was important to communicate research results to nonscientists and to learn how to do so effectively. On the negative side, scientists did not use public information personnel often, and sometimes perceived them as a hindrance. Public information personnel might overcome some of these problems by developing formal programs to help scientists to improve their communication skills, by convincing researchers of the importance of working with journalists, by developing formal mechanisms whereby scientists are sought out for story ideas, and by convincing others in the institution not to interfere with scientists' freedom to discuss their research results. (JL)

ED218725 EA014735

Estimates of School Statistics, 1981-82, as Provided by the State Departments of Education. NEA Research Memo.

National Education Association, Washington, D.C. Research Div.
Pub Date 82
Note-41p.
Available from-National Education Association (NEA) Distribution Center, The Academic Building, Saw Mill Road, West Haven, CT 06516 (non-members: Stock No. 3090-7-10, $12.00; NEA members: Stock No. 3090-7-00, $4.50; all orders must be prepaid).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Average Daily Attendance; Average Daily Membership; Elementary Secondary Education; Enrollment; Expenditures; Futures (of Society); High School Graduates; National Surveys; Professional Personnel; *Public Schools; *Regional Characteristics; *School Statistics; School Support; Statistical Surveys; Tables (Data); Teacher Salaries; Trend Analysis

This document, the 40th in a series, presents public school statistical data for the 50 states and the District of Columbia. The data consist of estimates for the 1981-82 school year and revisions of the data for the 1980-81 school year. The statistics presented are regression-based estimates of over 30 educational statistics that have been verified or revised by state departments of education. The data analyzed for both years include the number of elementary and secondary schools; school-age population and enrollment; average daily membership and average daily attendance in public schools; the number of high school graduates; the number of instructional staff members in public schools, by type of position; average annual salaries of total instructional staff and of classroom teachers; revenue and nonrevenue receipts; and public school expenditures. National totals for all the data are presented in one table; a second table summarizes the essential school finance data, broken down by states; and eleven other tables present the total information gathered in the survey in detail. The text accompanying the tables discusses the significant aspects of the findings, and comparisons of the findings with data from past years permit analyses of important trends. (Author/PGD)

ED218745 EA014773

Education Paperwork Requirements Are Burdensome: Better Federal Controls Needed. Report to the Congress.

Comptroller General of the U.S., Washington, D.C.

Report No-GAO/GGD-82-28

Pub Date 26 May 82

Note-59p.; Portions of Appendix I may reproduce poorly due to broken print of original document.

Available from-U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (first five copies, free).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Compliance (Legal); *Data Collection; *Educational Legislation; Federal Government; *Federal Legislation; Government School Relationship; Information Processing; Legal Responsibility; *Records (Forms)

Identifiers-*Control of Paperwork Amendments 1978; Department of Education; Office of Management and Budget; *Paperwork Control

In 1978 the U.S. Congress passed the Control of Paperwork Amendments to control education-related paperwork and reduce unnecessary reporting. A study by the General Accounting Office (GAO) found that by 1981 the requirements of the law had yet to be met. According to the GAO, the Secretary of Education should reactivate the Federal Education Data Acquisition Council; ensure that only under very unusual circumstances will information collection requests not publicly announced prior to February 15 before the school year be imposed on respondents; implement all the paperwork amendments' requirements; work with the federal Office of Management and Budget to develop efficient coordinating procedures and compatible automated systems for identifying information collection redundancies; and conduct feasibility and cost analyses of automated indexing system alternatives before undertaking further system development. This document discusses the factors considered by the GAO in developing these recommendations, describes the recommendations in greater detail, and presents the Department of Education's responses to the recommendations. Appendixes include the text of the relevant amendments and related legislative material. (Author/PGD)

ED218870 EC143135

The Education of the Handicapped Adolescent: Educational Provision for Handicapped Children and Young People in Japan.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No-CERI-51965; CERI/HA/80.01

Pub Date 4 Jun 80

Note-68p.; The document has been revised due to discussions at the International Seminar on Vocational Education and Training of the Handicapped Adolescent (Yukosuka, Japan, January 22-28, 1980). Print is poor in parts.

Available from-Organisation for Economic Co-Operation and Development, 2, rue Andre Pascal, Paris Cedex 16, France (no price quoted).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Delivery Systems; *Disabilities; Educational Policy; *Educational Trends; Elementary Secondary Education; Foreign Countries; History; *Special Education; Teacher Education; Vocational Education

Identifiers-*Japan

The document contains an overview with 87 statements on educational services in Japan for handicapped children. Section I traces the development of special education from 1868 to 1978. A second section looks at the present provisions for handicapped children in terms of the institutional framework, orientation on entry into primary schools, and enrollment trends. Training of special education teachers and welfare and paramedical staff is the focus of section III. Subsequent sections address financial assistance for the schooling of handicapped adolescents, vocational training and facilitating the transition from school to work, and current policy trends regarding special education and educational reform. Appendixes include tables with statistical data; an outline of legislation related to education, welfare, and employment of handicapped children; a report on the organization and structure of education in Japan; a glossary of Japanese terms; and a bibliography. (SB)

ED218894 EC143159

Scholl, Geraldine T.

Affective Competencies of Teachers of Visually Handicapped Students: Identification and Development.

Pub Date 13 Apr 82

Note-31p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session T-71).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement; *Affective Behavior; Elementary Secondary Education; Interpersonal Competence; *Parent Role; *Self Concept; Teacher Education; *Teacher Role; *Teaching Skills; *Visual Impairments

Four papers address issues related to affective competencies needed by teachers of visually handicapped students. In "Role of the Home and Parent in Enhancing Self-Concept," T. Galloway, a parent, describes her experiences in coping with her multiply handicapped child's disabilities and in helping him to feel good about himself. C. Leonard presents a teacher's viewpoint in "Classroom Strategies to Develop Self Concept" in which she cites examples of ways she has dealt with low self concept students. V. Sowell follows with "Affect and Achievement in Visually Handicapped Children," an examination of the effects of self opinion, perceived opinion of others, sense of mastery ability, and social skills. In the final presentation, G. Scholl identifies affective competencies and mastery tasks for "Preparing Teachers to Work with Pupils in the Affective Domain." (CL)

ED218937 FL012997

Scanlan, Richard

Computer-Assisted Instruction in Latin and in English Vocabulary Development.

Illinois Univ., Urbana. Language Learning Lab.

Pub Date 81

Note-10p.

Available from-Not available separately, see FL 012 990.

Document Not Available from EDRS.

Descriptors-College English; College Second Language Programs; *Computer Assisted Instruction; Educational Diagnosis; *English Instruction; Higher Education; Introductory Courses; *Latin; Morphology (Languages); Online Systems; Pattern Drills (Language); Programed Instructional Materials; Second Language Instruction; Syntax; Teaching Methods; Translation; *Vocabulary Development; *Writing (Composition)

Identifiers-*PLATO IV; University of Illinois Urbana Champaign

Computer assisted instruction in Latin and in English vocabulary development, which is used at the University of Illinois-Urbana, is described. The computer portion of the beginning Latin course consists of 40 lessons which provide drill and practice in vocabulary, morphology, and syntax. The program can be used either as a classroom supplement or as part of an independent study course. Each of the 40 lessons has four sections--vocabulary, morphology, translation, and a self test. Work on PLATO counts as one-quarter of the total course grade and is designed to increase efficiency in study and lengthen retention. The Latin composition program is designed as a complete review of Latin grammar through the medium of prose composition and can be used at any time after the first year of college or first 2 years of high school Latin. The program contains 31 lessons, which may be used separately from each other or in sequence, either as a classroom supplement or an independent study. Each lesson is divided into four parts--morphology, composition exercises, vocabulary, and a diagnostic self-test. In addition, a course in the enlargement of students' English vocabulary through the study of Latin and Greek roots and their derivatives uses a PLATO component. Advantages of PLATO-based instruction include: (1) the student has a choice of study areas and the sequence of the work; (2) immediate reinforcement or correction is provided; (3) drill items are randomized to reduce serial learning; (4) responses are stored by the computer and further work is determined on the basis of these replies; (5) sentence responses are judged at the orthographic, lexical, and syntactical levels; and (6) diagnostic tests are provided. (SW)

ED218662 CS207093

Reid, Leonard N.; And Others

The Readership of Liquor Ads Employing Appeals to Affiliation, Achievement, and Product-Attributes.

Pub Date Jul 82

Note-15p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Advertising; *Alcoholic Beverages; Consumer Economics; Content Analysis; *Males; Marketing; *Media Research; Periodicals

Identifiers-*Reader Response; Response Patterns

A study examined whether advertising appeals based on product affiliation, achievement, and attributes would account for differences in male readership of liquor advertisements. The investigation focused on the relationship between the content of alcholic beverage advertisements and attention engagement, the first state in consumer information processing. The sample consisted of 48 Starch scored ads taken from 3 weekly magazines. The ads were evaluated by three trained coders who were instructed to carefully study each ad and, based on an "overall impression" decision rule, identify them as employing a product affiliation, achievement, or attribute appeal. ANOVA was used to test for readership differences between liquor ads employing the three different appeals. Included in the analysis were the three major levels of Starch scores: (1) "noted" (percentage of readers who saw the ad); (2) "seen/associated" (percentage of readers who read any part of the ad); and (3) "read most" (percentage of readers who read more than half of the ad's copy). The liquor ads employing appeals to achievement significantly outscored the ads employing appeals to affiliation and product-attributes in readership. There were no statistically significant differences in the readership scores between the liquor ads employing appeals to affiliation and those employing appeals to attributes. (HTH)

ED218684 CS503882

Rogers, Donald P.

Organizational Communication Concepts and the Job of the Corporate Executive.

Pub Date 82
Note-20p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Attitudes; *Administrator Role; *Administrators; Business; *Employer Employee Relationship; Interpersonal Relationship; Job Skills; *Organizational Communication; *Personnel Management
Identifiers-*Interpersonal Communication

The communication responsibility of corporate executives within their organizations entails two dimensions: the information dimension involving the content or meaning of what is communicated, and the interpersonal dimension involving the relationship between the people communicating. To successfully manage a corporation, executives must have an efficient system for dealing with uncertainty. To reduce uncertainty, they need information that is descriptive, concerns value judgments, and pertains to policy. They must ask themselves evaluative questions pertaining to five areas of uncertainty, such as, What are the company's goals? Does it meet them? and Is the company encouraging the development of individual potential? The manager who has this information must also understand how to handle it effectively to avoid information overload. Information should be processed selectively, sequentially, and continually. Most of the information managers receive is from interpersonal communication, which they then interpret, store, use, or disseminate. Institutions can exist only when there are people interacting with one another, and such interaction structures firms by making coordination, control, and growth possible, and by enhancing the value of information. The basic role of the manager or executive is to maintain interpersonal communication to the benefit of the organization. (HTH)

ED218705 EA014628

Bitter, Gary G.
Microcomputers and Problem Solving.
Pub Date Jul 81
Note-18p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Computer Assisted Instruction; Computer Programs; Elementary Secondary Education; *Mathematics Instruction; *Microcomputers; *Problem Solving; Teacher Attitudes; Teacher Education

Computers have the power to make drastic changes in modern life and in education particularly. It is uncertain, however, how smoothly computers can be integrated into society and into the schools. The speed of the growth of computer technology is often referred to as a revolution, with a constantly increasing ability to store and recall information and solve problems at lower and lower costs. The major impediments to the introduction of computers into schools are teachers' hostility and lack of knowledge. Computer education is best aimed at preservice teachers. This can be done through a "saturation" approach, through special courses added on to the curriculum, or by integration of the computer into existing courses. There are three ways microcomputers can be integrated into education: computer awareness, computer managed instruction, and computer assisted instruction. Computer assisted instruction can be divided into several categories: drill and practice, tutorial, simulation, information retrieval, and problem-solving. Computers can be used in each kind of mathematical problem-solving, including understanding strategies, translating words into symbols, forming mathematical models, developing deductive thinking, improving decision-making, appreciating mathematical skills, and developing mental and logical skills. Examples of computer applications to each kind of problem-solving conclude the paper. (Author/JM)

ED218765 EA014793

Trautwein, Donna; Biros, Jan

Representative School Boards: Beyond the Myth and into Responsive Roles.

Pub Date Feb 82

Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Board Administrator Relationship; Board Candidates; *Board of Education Role; *Boards of Education; Business Administration; Community Influence; Elementary Secondary Education; Leadership Responsibility; *Models; *Organizational Development; Organizational Effectiveness; Social Change

Identifiers-Board of Education Members

A politicized, sophisticated citizenry split into several special interest factions is placing great demands on school board members just as they find themselves struggling with unprecedented organizational and financial difficulties. In order to meet these challenges, board members must respond to districtwide needs rather than represent special interests. They must also gain new managerial skills and develop a continuous flow of accurate information on which to base decisions. This new managerial approach can be modeled on recent trends in the operation of corporate boards of directors. This paper examines the pressures placed on corporate boards and how those boards have changed since they first became models for boards of education in the early twentieth century. The authors argue that today's pressures should prompt school boards to change in similar directions, away from representation of constituencies and toward responsiveness to environmental influences. Methods for encouraging development of a responsive board, partly through recruitment of suitable board candidates, are discussed. (Author/PGD)

ED218955 FL013045

Trim, J. L. M.

Presentation of the Findings of the Modern Languages Project and Introduction to the Tasks and Methods of Work of the Conference of the Council for Cultural Cooperation.

Council for Cultural Cooperation, Strasbourg (France).

Report No-CC-GP4-(82)-2

Pub Date 24 Feb 82

Note-9p.; Paper presented at the conference "Across the Threshold towards Multilingual Europe--Vivre le Multilinguisme Europeen" (Strasbourg, France, February 23-26, 1982). For related documents, see FL 013 041-046.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Bilingualism; *Communicative Competence (Languages); Cultural Pluralism; Experimental Programs; Foreign Countries; International Educational Exchange; Interpersonal Competence; Notional Functional Syllabi; Pilot Projects; *Second Language Learning; Threshold Level (Languages)

Identifiers-Council of Europe (France); Europe (West)

This presentation gives a general review of the Modern Languages Project and outlines tasks of the working groups during the conference at which the report is presented. Underlying the project is a conviction that the ability to communicate freely with other human beings is a basic human right; therefore, people must be afforded the opportunity to learn the language skills they need to exercise this right. Another important understanding of the project has been the concept of learner autonomy. The general approach is communicative language learning, the principles of which are set forth. A second component has been the

specification of objectives consonant with a learner-centered, communicative approach. Two aspects of the project's work on objectives have become widely known, namely the introduction of the notional-functional syllabus and the application of that approach to the definition of a threshold level of language proficiency. It is noted that if the project's decision to give priority to interpersonal communication as a learning objective is adapted by member countries, the implications for teaching and learning are considerable. (AMH)

ED218976 FL013083

English, Susan Lewis

Kinesics in Academic Listening.

Pub Date 82

Note-20p.; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (16th, Honolulu, HI, May 1-6, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Body Language; *English (Second Language); Higher Education; Language Research; *Listening Comprehension; Material Development; *Second Language Instruction; Sociolinguistics; Testing; Visual Aids

Identifiers-*Note Taking

Although nonverbal behaviors have been shown to be learned, meaningful, systematic, and sometimes culture bound, kinesics, the science of body behavioral communication, has been a neglected factor in second language instruction and research, particularly in the area of academic listening. This paper describes steps taken to develop materials, methodology, testing, and research in the kinesic aspect of academic listening. For this purpose, videotapes were used extensively. A pilot study is reported that was designed to measure ESL students' learning of nonverbal cues and the effect of this learning on academic lecture comprehension and notetaking. Implications for future research include the generalizability of kinesics among academic lecturers and the cultural specificity of nonverbal behavior in academic lectures. This paper argues for inclusion of nonverbal training using both videotapes and live speakers in courses in nonnative academic listening. (Author)

ED218433 CE031751

Franklin, Janis; And Others

Making Your Way through Murky Waters. A Manual for Public Participation Coordinators in Natural Resources Planning.

North Carolina State Univ., Raleigh. Water Resources Research Inst.

Spons Agency-Department of the Interior, Washington, D.C. Office of Water Research and Technology.

Pub Date Aug 81

Note-44p.

Available from-Water Resources Research Institute, North Carolina State University, 124 Riddick Hall, Raleigh, NC 27650 (free).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Agency Role; *Citizen Participation; *Cooperative Planning; Coordination; *Coordinators; Expectation; Guidelines; Instructional Materials; Learning Activities; *Natural Resources; Objectives; Orientation; Orientation Materials; Planning; Postsecondary Education; Program Design; *Program Development; Program Evaluation; *Program Implementation; Public Relations; Resource Materials

Designed for use by public participation coordinators in natural resources planning, this manual provides information to aid in the development of a coordinated planning strategy by defining reasonable program goals and following through by selecting appropriate means and methods. In a discussion of the orientation stages of public involvement (PI) planning the following topics are covered: gathering information about the project, the public, and the agency; determining expectations and implications for public involvement; and developing the coordinator's role. Covered next are such aspects as laying the groundwork for PI as rallying agency support for the PI program, dealing with different expectations, relating PI to project planning, studying methods and techniques, evaluating techniques, preparing discussion materials, and collaborating and negotiating. Focus of the section on program implementation is on the design process, detailed preparation, and evaluation. Concluding the manual is a brief list of references. (MN)

ED218454 CE032128

Loeffler, Cynthia A.; Martin, Thomas C.

The Functional Illiterate: Is Correctional Education Doing Its Job?

Pub Date Apr 82

Note-61p.

Available from-Marloe Research, Rt. 6, Box 780, Huntsville, TX 77340 ($5.00).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adult Basic Education; *Correctional Education; Correctional Institutions; *Demography; Educational Finance; Educational Research; *Financial Support; *Functional Literacy; National Surveys; Prisoners; State Aid

A study researched the existence of established Adult Basic Education (ABE) curricula for incarcerated adult inmate/students in state correctional education programs, specifically the functionally illiterate. All 50 State Departments of Corrections were surveyed by questionnaire; 44 responded. ABE was a basis for curricula according to 37.6% of the states' responses. Prison population tended to be a factor in frequency of ABE curricula. In seven of eight states where prison population was 2,000-10,000, ABE was the basis or incorporated as a basis. Only 5 of 12 states where prison population was below 2,000 incorporated ABE. Data indicated that 28 of 38 states with a curriculum listed the average educational achievement score range between fifth and seventh grade level; 32 states specified below the seventh grade level. State-appropriated academic budget seemed to have direct bearing on the curriculum basis. States with budgets of $1 million or more were able to develop ABE-based curricula. Results supported the null hypothesis that there do not exist, nationwide, established ABE curricula for the functionally illiterate adult inmate/students attending regular academic school in state correctional institutions. (YLB)

ED218473 CE032816

Schubert, Nancy A.

Teaching and Learning Career Education in the Elementary School. An Activity Guide.

Pub Date [81]
Note-89p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Career Choice; Career Development; *Career Education; *Career Exploration; Decision Making Skills; Disabilities; Economically Disadvantaged; *Educational Planning; Educational Resources; Elementary Education; Females; Field Trips; *Learning Activities; Lesson Plans; Minority Groups; Occupational Clusters; Occupational Information; *Program Development; Role Playing; Self Evaluation (Individuals); Sex Fairness; Sex Stereotypes; *Teaching Methods; Units of Study; Vocational Education

This guide is designed to help elementary teachers to incorporate career education into their classrooms. It contains background information about career education as well as suggested activities to use with the children. The guide is organized into five chapters. Each chapter contains information about career education topics, a summary, and activities tied into the information content. Chapter 1 explains the reason for career education in the elementary school and explores career clusters; while various components of career education (self awareness, career awareness, the decision-making process, and scope and sequence of vocational education) are examined in chapter 2. In chapter 3, activities through which career education is taught, such as subject matter tie-ins, role play, use of resource people, and field trips are explored, and occuptional information sources are listed. Career education for special groups--females, the handicapped, the economically disadvantaged, and racial minorities--is explained in chapter 4, with emphasis on activities which promote awareness of stereotyping and sex fairness. The final chapter tells how to build the career education program, including lesson and unit planning, sources for free resources, and issues in career education. Appendixes contain a unit of career awareness instruction and a summary of personality types. (KC)

ED218493 CE033133

Beatty, Paulette T.; And Others

Addressing Needs by Assessing Needs: A Handbook for Adult Education Program Planners. Special Community Service and Continuing Education Project. Final Report.

Texas A and M Univ., College Station. Coll. of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date [81]
Grant-G007904214
Note-115p.; For related documents see CE 033 134-139.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Adult Education; Data Analysis; Data Collection; *Educational Needs; *Educational Planning; Guidelines; Influences; Information Retrieval; Information Seeking; Information Sources; Measurement Objectives; *Needs Assessment; *Program Development; Research Design; *Research Methodology; Research Needs; Search Strategies
Identifiers-Summarization

Prepared to introduce adult education program planners to the basic concepts integral to and alternative strategies for conducting needs assessments, this instructional handbook consists of a series of six chapters or instructional booklets (also available separately--see note.) Topics covered in each chapter are as follows: introduction to needs assessment (stimulus for, definitions for, purpose of, target audience for, content of, use of, and benefits of instructional handbooks); determining what information to collect (determining scope, goals, and measures); determining where information can be found (determining target population, authorities, and recorded material); determining how to gather information (determining strategies for retrieving target populations, authorities, and recorded materials); determining how to summarize information (filtering, combining, and organizing need information); determining how to interpret information (determining forces impacting needs, sources of force information, strategies for gathering force information, and methods for summarizing force information). Covered next is the conclusion of the needs assessment project. (MN)

ED218556 CG016056

Maddux, James E.; Rogers, Ronald W.

Protection Motivation and Self-Efficacy: Toward a General Expectancy-Value Model of Attitude Change.

Pub Date Mar 82
Note-38p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (28th, New Orleans, LA, March 24-27, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Attitude Change; *Behavior Change; College Students; *Decision Making; *Expectation; Higher Education; *Individual Power; *Motivation Techniques; Psychological Patterns; Self Concept; Social Psychology
Identifiers-*Protection Motivation Theory; *Self Efficacy

Rogers' protection motivation theory that, in a fear-producing situation, stresses cognitive processes rather than emotional ones and emphasizes coping with or avoiding aversive events rather than reducing unpleasant emotional states and Bandura's theory of self-efficacy, i.e., all processes of psychological change operate through the alteration of the individual's sense of mastery, are both consistent with an expectancy-value model. However, each theory appears to omit a key component of the other. When the two theories are combined, a comprehensive model emerges. To test this model's ability to influence and predict changes in behavioral intentions, a factorial experiment was designed to examine the preventive health behaviors of 153 college students. Results disclosed an interaction effect interpreted in terms of two decision-making strategies that individuals use when confronted with danger: precaution and hyperdefensiveness. The results also provided evidence for self-efficacy as a causal factor in behavior change; direct manipulation of self-efficacy expectancies produced corresponding changes in behavioral intentions. The findings provide strong support for the importance of self-efficacy expectancy as a fourth component of protection motivation theory. (Author/JAC)

ED218580 CS006682

Crismore, Avon

Composition, Comprehension and Text Type Schemata.

Pub Date 82

Note-61p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Cognitive Processes; English Curriculum; Learning Theories; *Metacognition; *Reading Comprehension; Reading Processes; Secondary Education; Teacher Role; Writing Instruction; *Writing Processes; *Writing Skills

Identifiers-*Reading Writing Relationship; *Schemata

A cognitive approach to the interrelation of writing and reading assumes that production and comprehension of written text depend upon cognitive and affective schemata used in concert by a writer or reader to produce or encode, store, and retrieve text information. Both comprehending and composing are basic, complex, interactive processes with students varying in their ability to focus on getting or producing "straight" messages and predicting what messages or responses ought to be. In addition, both composition and comprehension involve prototypical knowledge of the subject matter and the structure or format of texts, the content schemata. Also involved is prototypical knowledge about processing factors--the procedures for composing and comprehending an extended definition or summary, for instance, which are called process schemata. Content and process schemata change in response to the demands of a situation and become more elaborate and specific with experience. A cognitive approach stresses the role of the teacher in helping students develop these structures, through direct instruction, experiences with reading and writing, and exposure to a variety of reading and writing tasks. With a cognitive approach to writing and reading relationships, it seems that composition and comprehension are very much alike: both use schemata for subject matter, micro and macro structure, and procedures. The sooner students become expert writers and readers, the sooner they can role play and become even more expert, with writers becoming reader-based and readers becoming writer-based. (HOD)

ED218600 CS006746

Roberts, David Harrill

Neurological Processes and Reading Pathology: Knowing About Children and Reading Dysfunction.

Pub Date Jul 82

Note-17p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Dyslexia; Elementary Secondary Education; *Learning Disabilities; Literature Reviews; *Neurolinguistics; *Neurological Impairments; Neurological Organization; *Reading Instruction; Reading Processes; Reading Research

For many years dyslexia has been incorrectly applied to those who have demonstrated difficulty in learning to read. Given the proper guidance and opportunities for becoming sensitive to demonstrations of the workings of language and engaging their minds in learning, many students will overcome their so-called learning disabilities. However, there are some language disorders that have a neurophysiological basis. One study suggests a lack of cerebral asymmetry may lead to dyslexia. Computerized axial tomography (CAT scan) has given support to the hypotheses that to the extent that learning to read involves gestalt perception and right hemispheric processing, abnormal specialization of the right hemisphere may also be an instrumental factor in developmental dyslexia. Other researchers have combined psycholinguistic methods with neurolinguistic methods to suggest that learning to use a graphic code comes only after knowing the correspondences between acoustics and the graphic code, the grapheme-phoneme correspondence rules. When these rules break down because of a neural coding problem, alexia and agraphia may occur. Other studies show that word-blindness (alexia without agraphia) may be caused by a variety of brain insults. A knowledge of the brain functions of language acquisition and development in out-of-school life will lead to a development of improved language arts pedagogies. (HOD)

ED218641 CS207061

Brecheen-Kirkton, R. K.
Towards the Conceptualization of the Photographic Image.
Pub Date Jul 82
Note-34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Communication (Thought Transfer); *Discourse Analysis; Linguistics; *Models; *Photographs; *Photography; Pragmatics; Semantics; *Semiotics
Identifiers-Kinneavy (James L)

Photography has always been examined within a representational paradigm that does not accurately reflect its true nature. A new paradigm for thinking about photography based upon the work of language theorists and semioticians, and particularly upon the communications triangle of discourse theorist James L. Kinneavy, provides a vocabulary and perspective that reflect the structure of photographs and enhance rather than obscure our understanding of them. (JL)

ED218805 EA014875

Supreme Court Decision on Right to an Education: The Case of Illegal Alien Children, "Plyler v. Doe". ERS School Research Forum.

Educational Research Service, Arlington, Va.
Pub Date Jun 82
Note-64p.
Available from-Publications, Educational Research Service, 1800 N. Kent Street, Arlington, VA 22209 (Stock No. 225-00006; $12.00).
Document Not Available from EDRS.
Descriptors-*Access to Education; Constitutional Law; Court Litigation; Elementary Secondary Education; *Equal Education; Equal Protection; Free Education; *Illegal Immigrants; School Law; State Legislation; Student Rights
Identifiers-Childrens Rights; Mexico; *Supreme Court; Texas

Reproduced here are the text of the 1982 Supreme Court decision "Plyler v. Doe" and its companion cases, "In Re Alien Children Litigation." An introductory statement explains that in this opinion the Court struck down a Texas law prohibiting tuition-free education for children of illegal aliens, on the grounds that education performs a pivotal role in sustaining political and cultural heritage and must be made available to all on equal terms. The introduction also highlights Justice Brennan's statement that significant social costs must be borne by the nation when select groups are denied the means to absorb the values and skills upon which the social order rests. Also highlighted in the introduction is the dissenting opinion, in which Chief Justice Burger wrote that in striking down the Texas statute the Court was assuming a policy-making role in which it trespassed on the functions of other branches of government. The text of the decision is presented in full with important points highlighted by double lines in the margins. An appendix provides information on the estimated number of illegal aliens in this country and provides sections of the Constitution relevant to the case. (Author/JM)

ED218826 EC142778

Blea, William A.,

John Tracy Clinic 1973 Summer Session for Teachers of the Deaf/Blind: Selected Papers. Final Report.

John Tracy Clinic, Los Angeles, Calif.
Spons Agency-Southwestern Region Deaf-Blind Center, Sacramento, Calif.
Pub Date 73
Note-205p.; Print is poor in parts.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Check Lists; Cognitive Development; *Communication Skills; Curriculum; *Deaf Blind; Elementary Secondary Education; *Language Acquisition; Language Skills; Learning Activities; Models; *Sensory Training; Skill Development; *Speech Communication; *Teaching Methods

The document contains 10 papers from the 1973 John Tracy Clinic (Los Angeles, California) Summer Session for teachers on communication skills for deaf/blind children. J. Efron, the author of "Teaching Communication Skills to Deaf/Blind Children--Which Method?" examines advantages and disadvantages of several methods of teaching communication skills, offers some criteria for determining which method is most appropriate, and reviews principles of teaching communication skills to deaf/blind children. In "Acquisition of Communication Skills in the Normal Child," Efron lists stages of skill development in inner language, receptive language, and expressive language. A third paper by D. Cross, "Developing Language Skills in the Prelingual Deaf/Blind Child," contains a workshop outline. Described in question and answer format in a fourth paper (by Cross) is "A Program to Develop Communication and Language Skills via Coactive Movements and Imitation through Movement." A paper titled "The Speech Model" by L. Rowe offers a model which explains the progressions of speech learning which take place in specific lessons and in general learning situations. "Remedial Principles and Practices with the Hearing Impaired" (including lipreading, auditory training, and speech) are reviewed by E. Lowell. Subsequent papers contain guidelines on focusing and tracking for a child with impaired vision; activities for developing the kinesthetic sense, tactile awareness, the stereognostic sense, audition, and sense of weight and temperature; a "Developmental Learning Guide for Deaf/Blind Children" (compiled by D. Cross) which includes behavior and performance checklists, and sequential steps and activities in the areas of awareness of self and others, motor development, perceptual and readiness skills, conceptual skills, academics, and communication; and instructions for teaching practical life activities. (SB)

ED218849 EC143111

Fuchs, Lynn; And Others

Instructional Changes, Student Performance, and Teacher Preferences: The Effects of Specific Measurement and Evaluation Procedures.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Report No-IRLD-RR-64

Pub Date Jan 82

Contract No-300-80-0622

Note-31p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Disabilities; Elementary Education; *Individualized Education Programs; Measurement Techniques; Resource Room Programs; Rural Areas; Student Evaluation; Teacher Attitudes

Ten elementary special education teachers in a rural educational cooperative implemented specific curriculum based measurement and data utilization procedures with at least two students each over one school year. Three data utilization strategies (no data utilization, therapeutic analysis, and experimental analysis) were compared in terms of their effects on the number of modifications teachers made in the students' programs, and student performance. Teacher preferences for therapeutic and experimental strategies, as well as for two measurement procedures (mastery and performance measurement) were examined also. Results indicated that teachers made more instructional changes and student performance increased more when specific data utilization strategies (therapeutic or experimental) were used. Further, teachers preferred therapeutic analysis over experimental analysis and performance measurement over mastery measurement. (Author)

ED218919 FL012631

Blevins, Belinda; Cooper, Robert G., Jr.

The Development of the Ability to Make Transitive Inferences.

Pub Date May 81

Note-11p.; Paper presented at the meeting of the Jean Piaget Society (Philadelphia, PA, May 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age Differences; *Child Development; *Cognitive Development; *Developmental Stages; Feedback; *Learning Theories; Paired Associate Learning; *Serial Learning; Serial Ordering; Visualization

The way that children construct the representation they use to solve transitive inference problems was examined. Forty-eight children 4.5 to 5 years old and 48 children 6 to 7 years old were asked to learn either a three-item series or a four-item nonseries. They were asked to learn the relationships between different colors of faces that were all the same size; on each trial, they were asked which face was bigger or which face was smaller. During the testing phase, two visual feedback conditions were included to provide a test of whether children use absolute size information to answer the inference question. In the linguistic feedback condition, the child was told which face was bigger or smaller. It was found that the linguistic condition was harder than the visual absolute condition. Overall, the findings suggest that children do not remember absolute size information. Older children appeared more successful than younger children in learning the premise pairs in the series condition. Younger children were more successful in learning the premise pairs in the nonseries condition than in the series condition. The nonseries was easily learned by both groups since it did not have a common middle term and did not require seriation skills. The main conclusion is that there are developmental changes in children's abilities to order a series. It appears that children can use trial-and-error processes to learn a series and that they can use a linear order to make inferences. Implications of the findings to views proposed by Piaget and by Trabasso are also addressed. (SW)

ED218534 CG016030

Hungerford, Curtiss R.

The Act and the Real You: Preferences and Necessities in Becoming Anything.

Pub Date 82

Note-15p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrators; *Behavior Patterns; Cognitive Processes; *Individual Development; Individual Power; Individual Psychology; *Leadership Styles; *Role Perception; *Self Actualization; Self Concept; Self Determination; State of the Art Reviews

The Ehrhardt Training Seminar (E.S.T.) program is but one example of a self-help technique based on the premise that people will improve their personal lives and professional effectiveness to the extent that they can "break through the act" to discern the real self which is full of capacity and power when released from fear and constraint. Many adults feel they must downgrade the importance of acting out in accordance with consciously constructed values and objectives; however, they need to be aware of the difference between the act and the real person at all times. Individuals must operate according to both preferences and necessities of role demands. The working administrator or manager must find the balance between realism and idealism, and contribute to the positive growth of the individual and to the organization as well. (JAC)

ED218786 EA014814

Cadena-Munoz, Raquel; Keesling, J. Ward

Parents and Federal Education Programs. Volume 4: Title VII. The Study of Parental Involvement.

System Development Corp., Santa Monica, Calif. Studies and Evaluation Dept.

Spons Agency-Department of Education, Washington, DC.

Report No-TM-6974/007/00

Pub Date Apr 81

Contract No-300-78-0437

Note-185p.; Some tables may reproduce poorly due to small print of original document. For related documents, see EA 014 811-817.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Elementary Secondary Education; *Federal Programs; Governance; Instruction; Parent Education; *Parent Participation; *Parent Role; *Parent School Relationship; *Program Evaluation; School Community Relationship; School Support

Identifiers-*Elementary Secondary Education Act Title VII

This fourth volume in a seven-volume study is part of a larger study of parental involvement in four federal programs in selected school districts across the country. Presented here are results of an intensive examination of school district programs funded by Title VII of the Elementary and Secondary Education Act. Site studies of Title VII projects yielded data on the five ways parents could participate in the programs--through governance, instruction, parent education, school support, and community-school relations. The researchers found that all 13 sites had a mandated community advisory committee made up of a majority of parents with limited-English-proficient students in the project. Most of these committees were not involved in governance because both parents and school staff tended to feel that education should be left to the professionals. Parents participated very little in the instructional process, but wherever staff created a specific place for parental involvement, the parents responded. Most of the sites offered some form of parent education. Coordination of activities was one of the most salient factors contributing to success in this area as well as in school support and community-school relations. Suggestions are offered for improving parent participation in Title VII projects. Where parent involvement did occur, it was deemed worthwhile. (Author/WD)

ED218895 EC143160

Sloat, Robert S.

Caveat Emptor: Creative, Gifted, and Talented Are Different Entities.

Pub Date Apr 82

Note-11p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session T-79) and CEC/TAG Topical Conference on The Gifted and Talented (Orlando, FL, December 4, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Creativity; *Definitions; Elementary Secondary Education; *Gifted; Models; *Student Characteristics; Talent

To clear up some of the existing confusion in gifted education terminology, the paper suggests several alternative ways of looking at the terms talented, creative, and gifted, with particular emphasis on the last two. Noted among distinctions are that the gifted have a global intellectual ability, the creative have the ability to produce new/unique imaginative products/ideas/solutions, and the talented have ability in a specific area. Other distinctions between the gifted and creative are listed. A model which takes into account interrelationships among gifted, talented, and creative ability is suggested. (SB)

ED218995 HE015190

Garin, Robert H.
Marketing Proposal for a Dallas Based MBA Program.
Pub Date 79
Note-32p.
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Business Administration Education; Enrollment; Evening Programs; Higher Education; Marketing; *Masters Degrees; Nontraditional Students; Private Colleges; Publicity; *Scheduling; School Surveys; State Colleges; State Universities; Student Employment; *Student Recruitment; Summer Programs; Trimester System; Tuition; *Weekend Programs
Identifiers-*East Texas State University Dallas

Universities offering the Masters of Business Administration (MBA) degree in Texas were compared, and students presently enrolled in graduate business courses at East Texas State University (ETSU), Dallas, were surveyed. In addition, a marketing proposal to increase student enrollment is proposed. The following seven universities that offer MBA programs for the fully-employed student were surveyed with regard to class scheduling and tuition: Pepperdine University, North Texas State University, Southern Methodist University, Texas Christian University, the University of Dallas, the University of Texas at Arlington, and East Texas State University. Four of the seven institutions offer Saturday courses, but no public institution offers Saturday courses for regular degree-seeking students. It is suggested that a marketing opportunity exists on Friday evening, since no institution offers course work at that time. The public institutions enjoy a distinct competitive advantage over the private institutions in regard to tuition costs. Administration of the 32-item questionnaire to 96 students enrolled in ETSU graduate business courses provided data on student characteristics and preferences. It is suggested that since 38 percent of the students receive some financial assistance for additional college schooling, ETSU could probably market the benefits of its program to employers. It is recommended that: advertising be conducted to promote the ETSU MBA program; ETSU initiate Friday evening and Saturday course offerings in Dallas; Monday through Thursday evening courses continue to be offered; and a modified summer trimester formally be adopted to accommodate the nontraditional student. The student questionnaire and responses are appended. (SW)

ED218514 CE033173

Stoney, Sheila M.; Reid, Margaret I.

Further Opportunities in Focus. A Study of Bridging Courses for Women. Project Report 5.

National Foundation for Educational Research in England and Wales, London.

Spons Agency-Further Education Curriculum Review and Development, London (England).

Pub Date Jul 80

Note-166p.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Adult Education; Career Choice; Case Studies; Continuing Education; *Course Content; Course Organization; Curriculum; Curriculum Development; *Educational Needs; Educational Practices; *Females; Needs Assessment; *Outcomes of Education; Questionnaires; Reentry Students; *Reentry Workers; Services; Student Attitudes; Surveys; Teacher Attitudes

Identifiers-*Bridging Courses (England)

A project entitled "A Study of Bridging Courses for Women" investigated the curriculum and the context of courses within the further education sector that act as bridging courses for women and explored the needs of and difficulties faced by women who are reentering the labor force. After selecting 12 separate bridging courses as case studies, researchers employed the following methods to examine the courses: interviews held with course tutors and organizers, observation of course teaching, and questionnaires administered to and discussions held with students. Based on data from these sources, project researchers concluded that while bridging courses have had considerable success in providing women with an enjoyable experience, in helping them to return to study, and to regain their self-confidence, it appears that they are less successful in effecting substantial changes in women's attitudes and study or career choices or in helping them with their decision making in these areas. Therefore, project staff made a number of recommendations calling for curricular developments, changes in information and support services, and organizational improvements. These included calls for provision of a more widely based core curriculum of subjects in science and technology topics as well as improvement of course advertisement and outreach activities. (MN)

ED218621 CS206957

Kitatani, Kenji

Assessment of the New World Information Order: A Content Analysis of International Affairs Coverage by the British and Japanese TV Networks (No. 2: Sept. 1980-Aug. 1981).

Pub Date Jul 82
Note-22p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Content Analysis; *Developing Nations; *Foreign Countries; News Media; *News Reporting; *Television Research
Identifiers-Great Britain; Japan; New World Information Order; UNESCO; *United States

A study examined how much of the news being presented by other developed nations' network television news programs involved the United States in comparison to those stories involving other developed and developing nations. It was expected that if the American dominance existed in other developed nations' media, the New World Information Order's "imperialism hypothesis" would not explain the United States' dominance of world news flow, but rather the simple economic and political dominance of the United States in world affairs, including those of developing nations, would better explain the "imbalance" in flow of world news. Video tapes and news script samples from two British and two Japanese television networks for 1 year were examined for mention of nations and story type. News stories mentioning the United States dominated the international news coverage on all the British and Japanese network samples, and the number of news stories mentioning the United States was greater than those mentioning all other nations, developed and developing. Both British and Japanese used foreign film reports, the most expensive production technique, to report on developing nations as frequently as or more often than to report on developed nations, including the United States. The results did not support the New World Information Order proponents' "imperialism hypothesis." (HTH)

ED218726 EA014736

Hickrod, G. Alan; And Others

A Proposal for the Distribution of Federal Block Grant Funds in Illinois.

Illinois State Univ., Normal. Center for the Study of Educational Finance.

Spons Agency-Illinois State Board of Education, Springfield.

Pub Date Apr 82

Note-29p.

Available from-Publications, Center for the Study of Educational Finance, College of Education, Illinois State University, 331 DeGarmo Hall, Normal, IL 61761 ($4.00).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Assessed Valuation; *Block Grants; Economically Disadvantaged; Educational Finance; Elementary Secondary Education; Expenditure Per Student; *Federal Aid; Finance Reform; Institutional Characteristics; Minority Group Children; Models; Population Distribution; Predictor Variables; *Resource Allocation; School Districts

Identifiers-*Illinois; School District Wealth; Weighted Variables

It is proposed that federal block grants to Illinois be distributed to school districts according to four characteristics of those districts. Funds will be distributed inversely proportional to property valuation per pupil, directly proportional to percentage of minority children, directly proportional to percentage of poverty children (Title I eligibles), and indirectly proportional to number of children per square mile. A statistical system of weighting is provided to allocate the available pool of federal block grant funds between these four selected district characteristics. The system is based upon the relative power of these four factors to predict operating expenditure per pupil. A computer simulation of the proposed grant was accomplished and some aspects of the impact of the proposed grant are explored. Finally, a short summary outlines both the strengths and the weaknesses of the proposed new distribution method. The proposal assumes that reductions in federal funding should be borne more by the affluent than by the poor. (Author)

ED218746 EA014774

Papers Presented during CASEA Sessions at the 1981 Annual Conference of the Canadian Society for the Study of Education.

Atlantic Inst. of Education, Halifax, Nova Scotia (Canada).; Canadian Association for the Study of Educational Administration, Saskatoon (Saskatchewan).

Pub Date Jun 81

Note-341p.; Conference held in Halifax, Nova Scotia, Canada, June 1-4, 1981. Paper entitled "Supervision in Organizational Perspective: Focus on Pupil, Program, Process, Person" by M. L. Burns is available as ED 212 083. Some pages may reproduce poorly due to poor legibility of original document.

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-Collective Bargaining; *Educational Administration; Educational Objectives; *Educational Research; Elementary Secondary Education; Foreign Countries; Government School Relationship; Leadership Styles; Models; Organizational Change; Principals; Research Methodology; School Based Management; School Closing; School Community Relationship; Teacher Attitudes; Teacher Supervision

Identifiers-*Canada; England

Nine conference papers examine educational administration in Canada and England. Three papers present the results of survey research on rural principals' reactions to decentralized budgeting in Saskatchewan (Canada), the impact of local government reforms on local educational services in England, and the effects of principals' leadership styles on teachers' job satisfaction, satisfaction with supervision, and participation in decision-making. Another paper proposes research using videotapes to discover whether classroom supervision focuses on the teacher, the student, or both. One author discusses the questions of what schools do and how and why they do it, as an aid to administrators seeking to identify the larger goals of educational administration. Two papers tell of events in Canada, the first recounting a school closing in Manitoba and the second describing a school-community project in northern Alberta. Problems of research methodology are examined in a paper describing participant-observation research in a secondary school in England, and another author proposes a theoretical model of collective bargaining. (RW)

ED218871 EC143136

The Education of the Handicapped Adolescent: Report on the Results of the [Project's] First Phase, 1976-1979.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No-CERI-4321

Pub Date Mar 81

Note-36p.; Report was presented to the Members of the CERI Governing Board (21st session, November 15-16, 1979). Print is poor in parts.

Available from-Organisation for Economic Co-Operation and Development, 2, rue Andre Pascal, Paris Cedex 16, France (no price quoted).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adolescents; *Delivery Systems; *Disabilities; Educational Trends; *Foreign Countries; Job Placement; *Mainstreaming; Research Needs; Secondary Education; Special Education; *Vocational Education

One hundred thirty statements make up the report on educational programs for handicapped adolescents in OECD (Organization for Economic Cooperation and Development) member countries. Part I reviews various approaches and strategies in terms of the normalization principle, legal measures, and administrative organization and funding of services. The process of integration is discussed as it relates to change in attitudes, service delivery, and teaching styles. Part II describes the school's role in vocational education and facilitating the transition to working life. A final part points out areas for further study including the nature of parental contributions to decisions about their children's programs. (SB)

ED218535 CG016034

Rubin, Stanford E.; Farley, Roy C.

Intake Interview Skills for Rehabilitation Counselors: A Trainer's Guide. Advanced Facilitative Case Management Series, Training Package I.

Arkansas Univ., Fayetteville. Rehabilitation Research and Training Center.

Spons Agency-National Inst. of Handicapped Research (ED), Washington, DC.

Pub Date 80

Grant-NIHR-16-P-56812-RT-13

Note-127p.; For related documents, see CG 016 035-041.

Available from-Arkansas Rehabilitation Research and Training Center, Publications Department, P.O. Box 1358, Hot Springs, AR 71901 ($5.00).

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Communication Skills; Counseling Techniques; *Counselor Training; *Interviews; Learning Modules; Nonverbal Communication; Professional Training; Questioning Techniques; *Rehabilitation Counseling; *Skill Development; *Training Methods; Training Objectives; Verbal Communication

This guide is the introductory volume for the first in a series of instructor-assisted training modules for rehabilitation counselors, supervisors, and graduate students. This trainer's guide for the first module focuses on basic intake interviewing skills consisting of: (1) systematic interview programming including attracting, planning and structuring; (2) information exchange during the intake process including collection and dissemination effectiveness; and (3) information exchange via verbal and nonverbal interaction. The format for each training session is presented in terms of definitions, rationale, objectives, guidelines, demonstrations, exercise and practice activities, and summary. The appendix includes an outline of the complete intake interview training program. (MCF)

ED218642 CS207062

Mallonee, Barbara C.

A Pitch for Collaborative Learning: Discovering a Paragraph Heuristic.

Pub Date Jul 81
Note-19p.; Paper presented at the Annual Meeting of the National Endowment for the Humanities/Beaver College Summer Institute for Writing in the Humanities (Glenside, PA, July 26-31, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Class Organization; Classroom Environment; *Classroom Techniques; *Group Activities; Higher Education; *Peer Evaluation; Student Teacher Relationship; Teaching Methods; *Writing Evaluation; *Writing Instruction; Writing Processes
Identifiers-*Collaborative Learning; Heuristic Methods

Collaborative learning, in which students form small groups to analyze their own writing, can cause students who recognize good writing and know the "rules" to reexamine their own writing and writing processes and then produce an acceptable product. Given eight sample paragraphs from their own writing, 20 freshman students working in 5 groups provided insightful criticisms that were then used to generate a provocative 4-part paragraph heuristic. The four "rules" they came up with covered levels of generalization, use of evidence, the need for pausing to explore implications of ideas, and the importance of cohesiveness and comprehensive coverage at each level of the paragraph. The next set of papers handed in showed the distinct improvement produced when the students used these rules for self-checking paragraphs. Not just a fine pedagogical tool, this student-generated heuristic is just one example of the breakthroughs possible when collaborative learning is used on the college level. This format helps the teacher as well as the student to go beyond the often unproductive rules of traditional approaches to teaching. (An appendix charts sample paragraphs in terms of the heuristic.) (JL)

ED218663 CS207094

Written Language and Writing Abilities: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1982 (Vol. 42 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date 82
Note-16p.; Pages may be marginally legible.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies; Case Studies; Cerebral Dominance; Content Analysis; *Discourse Analysis; *Doctoral Dissertations; Elementary Secondary Education; Error Analysis (Language); Gifted; Higher Education; Metaphors; Persuasive Discourse; Reading Difficulties; *Revision (Written Composition); Rhetoric; Spanish Speaking; Syntax; *Writing Processes; *Writing Research
Identifiers-*Audience Awareness; Writing Apprehension

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 31 titles deal with a variety of topics, including the following: (1) the influence of audience on student writing; (2) syntax in the written language of reading-disabled and nonreading-disabled children; (3) the use of a creative writing scale as an evaluative and instructional tool by gifted primary school children; (4) the descriptive and persuasive writing skills of children; (5) the effects of different models of language arts instruction on the writing of second and third grade students; (6) the poetic-composing processes of twelfth grade students; (7) hemispheric dominance and imagaic writing; (8) propositionality, appositionality, and the writing process; (9) planning considerations in the composing process; (10) the effects of literary training on writing skills; (11) the relationship between rhetorical and scientific discovery; (12) sentence production errors in the writing of secondary school students; (13) composition self-evaluation related to changes in language self-concept accuracy and in writing performance; (14) spontaneous production of similes and metaphors in the writing of students in grades four, eight, and twelve, and the third year of college; and (15) the effects of selected text-forming structures on college freshmen's comprehension of expository prose. (HOD)

ED218685 CS503883

Beall, Melissa L.

Communication Competence and Teaching: An Interface.

Pub Date Apr 81
Note-16p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 9-11, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Communication; Communication Research; *Communication Skills; Demonstration Programs; *Inservice Teacher Education; *Instructional Innovation; *Program Content; Student Teacher Relationship; *Teacher Effectiveness; Teacher Improvement

In recognition of the importance of communication skills to all students, a communication skills program is being developed and implemented in the Lincoln, Nebraska, public school system. Since teaching itself is communication, an important goal of the program is to improve and enhance the communication effectiveness of teachers as well as students. Until recently there has been very little research on the assumed relationship between teacher effectiveness and communication skills, and the research that has been done is often on an abstract level. Yet in spite of this lack of an adequate data base, five goals of the Lincoln program stress the commonalities of communication competence and the competent teacher. These goals are: (1) to humanize education, (2) to provide teachers with a new perspective for teaching their subject matter to their students, (3) to provide opportunities for students to gain communication competence, (4) to make students and teachers aware of their own communication appropriateness and effectiveness, and (5) to reinforce the idea that the quiet classroom with the teacher as center will not always facilitate maximum learning. As the results of current research become available, new inservice and teacher training programs will help create more effective teaching. (JL)

ED218706 EA014629

Bitter, Gary G.

Microcomputers Go to School.

Arizona State Univ., Tempe. Academic Computing Services.

Pub Date 81

Note-11p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Computer Assisted Instruction; Computer Managed Instruction; Computer Oriented Programs; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Microcomputers; State Surveys; Teacher Education

Beginning with a brief discussion of the importance of microcomputers in the school, this article explains their most common educational and administrative applications and summarizes the major activities of the College of Education at Arizona State University regarding microcomputers in education. The author outlines how microcomputers can be used for computer assisted instruction in the areas of drill and practice, tutorial programs, simulation activities, problem-solving, and games. Administrative applications of microcomputers discussed include computer management of instruction, such as preparation of Individualized Education Programs and student progress charts. Also mentioned is student record-keeping, such as the computerized gradebook and attendance records. Several activities undertaken by the College of Education are described, including a needs assessment study sent to Arizona school districts concerning their needs regarding computer assisted instruction. In response to the survey, the college initiated several computer-related activities. One is a laboratory containing six computers available to college students, faculty, and the general community. Another is the Computer Literacy Project, a summer workshop designed to teach teachers and administrators about computers. Another activity is a microcomputer conference to introduce elementary and secondary teachers and administrators to microcomputers. Finally, the College of Education offers classes on the use of computers. (Author/JM)

ED218766 EA014794

Crowson, Robert L.; Morris, Van Cleve

The Principal's Role in Organizational Goal-Attainment: Discretionary Management at the School Site Level.

Pub Date 22 Mar 82
Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrator Role; *Educational Objectives; Elementary Secondary Education; Organizational Communication; *Organizational Effectiveness; *Organizational Objectives; Organizational Theories; *Principals; School Based Management
Identifiers-System Coupling

Drawing on previous research by themselves and others, the authors argue, first, that despite findings that principals spend little time in instructional leadership activities, principals are more deeply engaged in organizational goal attainment than has been believed; and, second, that despite findings that communications between principals and central administrative offices are minimal, the organization is more tightly coupled than has been thought. The reason for this paradoxical situation is that the professed goals of the educational system--the development of a curriculum and the provision of instruction in that curriculum--are not in fact the operative goals of the system. These operative goals, described at some length with examples from the authors' previous research, are managing environmental uncertainty, maintaining an organizational mythology, and rewarding the organization's employees. Many informal control mechanisms, such as principal selection procedures, group norms, traditions, and expectations, have been internalized by the management hierarchy and serve to tighten the coupling of bureaucratic elements despite lack of communication along the formal chain of command. The authors conclude that, textbook job descriptions notwithstanding, it is the principal who achieves the system's operative goals who is considered successful and makes professional gains. (Author/PGD)

ED218896 EC143161

Roedel, Sidney M.; Rogers-Warren, Ann K.

Dissemination: From Researcher to Practitioner.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date Apr 82
Contract No-300-77-0308
Note-21p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session W-8).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Disabilities; *Information Dissemination; Mainstreaming; Preschool Education; Program Development; Research Projects; *Research Utilization

A planning and decision making process to facilitate research dissemination is illustrated with the example of a research project to study techniques for helping young handicapped children make the transition successfully from a special preschool to a public school kindergarten. General guidelines for planning dissemination are listed. Major considerations in dissemination efforts are noted to include the following: dissemination efforts should be closely related to the research project's purpose; make sure the considerations of purpose and audience are entwined; select the best medium/media; make early efforts to disseminate information through conferences, workshops, articles, etc.; and evaluate the program at every stage of the dissemination process. Appended is a set of guidelines for preparing a clear set of instructional materials. (SB)

ED218938 FL012998

Sherwood, Judith

PLATO Esperanto Materials.

Illinois Univ., Urbana. Language Learning Lab.
Pub Date 81
Note-6p.
Available from-Not available separately, see FL 012 990.
Document Not Available from EDRS.
Descriptors-*Artificial Languages; Artificial Speech; College Second Language Programs; *Computer Assisted Instruction; Display Systems; Educational Games; Higher Education; Learning Activities; Online Systems; Pattern Drills (Language); Programed Instructional Materials; *Pronunciation Instruction; Puzzles; *Reading Instruction; Second Language Instruction; Teaching Methods; *Vocabulary Development
Identifiers-*Esperanto; *PLATO IV

A summary is presented of types of Esperanto materials available on PLATO--a general overview section, a picture introduction, lessons that accompany a textbook, vocabulary drills, crossword puzzles, dictation drills, reading practice, and a concentration game. The general overview lesson gives a comprehensive summary of the history and grammatical structure of Esperanto. Picture introduction and the crossword puzzle are designed to present some simple exercises using no English explanations. The pronunciation drills can be used with audio disks, with Votrax speech synthesizer, or with screen explanations only. One section of the picture vocabulary drills uses line drawings, but most use character sets. The PLATO series is designed to parallel text chapters, and it covers all of the material without duplicating any of the examples or exercises from the test. The nonpicture vocabulary drills and the crossword puzzle lessons use a unique and relatively new feature of PLATO: processor lessons. Instead of choosing a lesson and selecting an appropriate database from within the lesson, it is now possible to choose the database directly, without complicated codeword checks or interlesson transitions. The vocabulary drill enables students to see a word and touch the matching definition, see a definition and touch the matching word, see a definition and type the matching word, hear the word and touch the word or definition, or type the word as in a dictation drill using a speech synthesizer. The reading lessons present real stories, articles, or essays, and the student can page forward or backward through the story, and can request the computer to define unfamiliar words (by roots and grammatical endings). (SW)

Conclusions and Recommendations of the Council for Cultural Cooperation Conference.

Council for Cultural Cooperation, Strasbourg (France).

Pub Date 20 Apr 82
Note-16p.; Summary of the conference "Across the Threshold towards Multilingual Europe--Vivre le Multilinguisme Europeen" (Strasbourg, France, February 23-26, 1982). For related documents, see FL 013 041-045.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Communicative Competence (Languages); *Educational Objectives; Foreign Countries; International Educational Exchange; Material Development; Migrants; *Second Language Instruction; Second Language Learning; Teaching Methods
Identifiers-Council of Europe (France); Europe (West)

The concluding conference of the Council for Cultural Cooperation's Project on Foreign Languages is summarized according to the following framework: (1) the aims, the principle themes discussed at the conference, and the general results; (2) the considerations, proposals, and needs that were identified by the conference and the working groups; (3) conclusions and recommendations with regard to language learning in the schools, language learning by migrants and their families, language learning in higher, further and adult education, including multimedia programs, and initial and further teacher training; and (4) the implications of the Modern Languages Project Report and its own deliberations for the development of modern language teaching and learning in the member European states. The results of each report of the project are applied to an outline for the development of an overall policy, whose broad goals include widespread if not universal multilingualism, second language education from an early age, and a guarantee that all residents, including migrants, will be able to call upon the skills necessary for communication in daily situations. (AMH)

ED218977 FL013084

Catheline, Michael

Bilingual Education in Ohio: An Overview.

Pub Date [82]
Note-24p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Asian Americans; Bilingual Education; *Bilingual Education Programs; Bilingual Instructional Materials; Cultural Education; *Educational Trends; Elementary Secondary Education; Federal Aid; Financial Support; Indochinese; Parent Participation; Staff Development; *Statewide Planning; Student Evaluation; Transitional Programs
Identifiers-*Ohio

This overview of bilingual education ih Ohio includes profiles of bilingual programs in Youngstown, Toledo, Cleveland, and Athens. Current practices in these programs are considered with regard to funding, identification and assessment of students, instructional models, materials, the cultural component of instruction, parental involvement, and staff development. Information is based on funding proposals and other literature obtained from the programs, literature from the state education agency and Lau center in Columbus, interviews with program directors and teachers, and observations of classes. The purpose of the investigation was to fulfill the need for a single, statewide study of bilingual programs serving limited-English-speaking children in Ohio, and to enable bilingual educators within Ohio and in other states to examine current trends and practices in Ohio programs. The following trends are identified: (1) a focus on transitional programs versus maintenance programs; (2) new proposals for federal funding submitted by Ohio educational institutions, with an emphasis on both teacher and parent training; and (3) the use of bilingual education to serve the educational needs of Indochinese children in Ohio. (Author/SW)

ED218434 CE031842

Corson, Walter; Nicholson, Walter

The Federal Supplemental Benefits Program. An Appraisal of Emergency Extended Unemployment Insurance Benefits.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.
Report No-ISBN-0-911558-91-8
Pub Date 82
Contract No-DOL-20-34-76-12
Note-124p.
Available from-W. E. Upjohn Institute for Employment Research, 300 South Westnedge Ave., Kalamazoo, MI 49007 ($5.75).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adults; Career Education; Federal Government; *Federal Legislation; Government Role; *Program Effectiveness; Program Evaluation; *Unemployment; *Unemployment Insurance
Identifiers-*Federal Supplemental Benefits Program; Impact; *Recession

This monograph evaluates the overall performance of the Federal Supplemental Benefits (FSB) program and provides a general framework for future consideration of emergency supplemental benefits programs. Following an introduction that provides a summary of findings detailed in the paper, the monograph is divided into five chapters. Chapter 2 provides a historical summary of legislation concerning unemployment benefits duration. It stresses the expanding federal role in such policies and points out assumptions believed to have prompted this expansion. Chapter 3 briefly describes characteristics and labor market experiences of individuals who collected benefits under FSB. Chapter 4 discusses the general allocational effects of extended benefits programs and examines specific effects of the FSB program. Chapter 5 considers the distributional impact of FSB by examining how well it compensated workers for recession-induced unemployment and whether it prevented poverty among lowest income FSB recipients. FSB's relationship to welfare programs is also considered. Chapter 6 provides an overall assessment of FSB by addressing seven basic questions policy makers will have to answer in future recessions. A brief discussion of alternative policies during recessions is included. (YLB)

ED218455 CE032149

Gordus, Jeanne Prial; And Others

Plant Closings and Economic Dislocation.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
Report No-ISBN-0-911558-89-6; ISBN-0-911558-90-X
Pub Date 81
Note-184p.
Available from-W. E. Upjohn Institute for Employment Research, 300 South Westnedge Ave., Kalamazoo, MI 49007 ($7.95, hardcover; $5.95, paper).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adults; Career Education; Case Studies; *Community Involvement; Community Services; *Coping; Federal Legislation; *Job Layoff; *Mental Health; Research; State Legislation; *Unemployment
Identifiers-Economic Dislocation; *Plant Shutdown; *Reemployment

Case studies of 27 plant shutdowns during the past two decades are summarized and analyzed. The organization of this research summary follows the plant-closing event in a chronological fashion. In the first section is considered the state of plant-closing research and the concerns and options of the groups involved in a shutdown. A second chapter views the management decision in a series of economic contexts: international, national, and local. Next, the immediate and intermediate responses of management, the union or unions, and the community are considered, together with some related material about recent state and federal legislative initiatives and a brief outline of how European countries respond to economic dislocation. The second half of the volume (chapters 4-6) is concerned with the experiences of the displaced workers, their job search behaviors and subsequent labor market experiences, their participation in programs designed to facilitate reemployment and the outcomes of those programs, and the effects of job loss on mental health. A concluding section reflects upon the aims and objectives set out earlier and proposes concrete research projects as well as a general research agenda. It also summarizes the research findings and outlines the implications for policy and practice. (YLB)

ED218474 CE032819

Perlmutter, Deborah E.

System-Wide Tests of Occupational Programs.

New York City Board of Education, Brooklyn, NY. Office of Occupational and Career Education.
Pub Date 82
Note-279p.
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Auto Mechanics; Educational Research; *Employees; Employer Attitudes; *Followup Studies; Graduate Surveys; High School Graduates; *Program Effectiveness; Program Evaluation; *Rating Scales; Secondary Education; *Vocational Education
Identifiers-*Impact; Project CAR; Project CATCH; Project EMIS

This report presents the background methodology, findings, and recommendations of three studies that comprised System-Wide Tests of Occupational Programs, a 4-year research program to assess the impact of vocational education using various followup techniques. Part 1 focuses on Project CATCH (Career Training Choice), a followup study of students denied admission to Vocational High Schools. Some findings reported include: those denied admission had a high, early dropout rate; occupational training in Academic High School was associated with better retention and higher grade point average; and 95% of the students expressed interest in receiving occupational training while in high school. Part 2 focuses on Project CAR (Careers in Automotives Research), a followup study of graduates in various occupational programs offering training in automotives. Major findings reported include: the majority of graduates had worked or were working after graduation and reported they were implementing plans for work and education at graduation,

employer rating of graduates was high, and job retention was high. Part 3 focuses on Project EMIS (Employer Measures of Industry Satisfaction), the development and use of an Employee Rating Scale. These findings are reported: the scale proved internally consistent and reliable over time and it was not useful for self-rating. (YLB)

ED218557 CG016057

Sloat, Donald; And Others

Regression Techniques for the Measurement of Psychotherapeutic Change.

Pub Date Mar 82
Note-22p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (28th, New Orleans, LA, March 24-27, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adolescents; *Behavior Change; *Behavior Standards; Drug Use; *Evaluation Criteria; *Evaluation Methods; High Schools; *Multiple Regression Analysis; *Personality Assessment; Personality Measures; Predictive Measurement; Psychological Evaluation

The problems involved in measuring psychotherapeutic effectiveness must be addressed first by developing specific criteria for measuring behavior change. These criteria can be established when a clear-cut distinction between acceptable and unacceptable behavior is well defined. To illustrate the potential use of regression methodology in measuring therapeutic effectiveness, two groups of high school students, i.e., drug users (N=40) and non-drug users (N=40), completed a data questionnaire and the Sixteen Personality Factor Questionnaire (16PF), Form A, to determine whether users and non-users differed on basic personality characteristics. Analyses of results revealed that nine personality factors differentiated the two groups. A multiple regression technique applied to these statistical differences established a prediction equation accounting for 60% of the criterion variance while identifying potential drug users. The results indicate that regression techniques can establish a data base for measuring therapeutic effectiveness when clear-cut distinctions between acceptable and unacceptable behavior are defined. (Author/MCF)

ED218581 CS006696

Hoffman, Stevie

Parent's Teaching Strategies with Children Learning to Read and Write: Before and After Classroom Instruction.

Missouri Univ., Columbia. Graduate Research Council.
Pub Date Apr 82
Note-19p.; Paper presented at the Annual Meeting of the International Reading Association (27th, Chicago, IL, April 26-30, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education; Elementary School Students; *Parent Child Relationship; Parent Participation; *Parent Role; *Reading Aloud to Others; Reading Instruction; *Reading Research; *Teaching Methods; *Writing Instruction
Identifiers-*Reading Strategies

Research has confirmed that what parents view as being important for their children to learn and how they believe their children are able to learn are reflected in both the learning opportunities parents provide in the home and the teaching strategies they use with their children. Tape recordings of children and their parents during planned reading and writing events in the home showed that during the writing tasks, parents' language tended to be very directive. Some parents made the decisions about what the child should write. Some told their children where to place the letters or how to make them. For the most part, parents initiated the task with questions or made requests for specific information. Their responses were more often than not correcting ones. During the reading events, half of the parents did not read the title of the book. Most of the parents pointed to the illustrations as they read, but did not stop to talk about them. Parents read the text just as it was written. They tended to use the "what's that" kind of questions and they did not wait for cooperative reading that might have occurred in the repeated phrases in the books. The tapes showed an interesting phenomenon: without exception, all of the parents were far more comfortable with and supportive of the child's self-help model of writing than they were of that model of reading. (HOD)

Paulson, Peter L.
A Method for Indirectly Teaching Improved Self-Concept in College Reading Classes.
Pub Date [76]
Note-15p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Feedback; Higher Education; Reading Instruction; *Reading Programs; *Remedial Reading; *Self Esteem; Self Evaluation (Individuals); *Student Motivation; *Teaching Methods

Typical students in a college remedial reading program have self-concept problems springing from several sources, including peers, teachers, and parents, that can hinder their chances for success. Teachers can set up circumstances in which students feel some of the emotions that confident people feel. Weekly sheets for the planning of goals and for recording feedback progress toward those goals can be designed to lead students to develop some qualities of confidence. Students fill out their own goal sheets, which keeps them notified of what they are trying to accomplish, thus alleviating frustration. The goals should be as follows: (1) a productive way to deal with a challenge or problem, (2) small enough that the student knows he or she can do it in the time available, and (3) definite enough that the student knows whether he or she has met them. On the weekly feedback sheets, students record personal feedback as well as feedback from others on their efforts. The usefulness of such feedback varies from little to something that shows students the contradictions in their goals, their unwillingness to spend time often enough to meet those goals, or the absurdity of trying to please too many people when there is no need to be concerned about pleasing. These weekly sheets can help students learn to structure their time, set and reach goals, accept pressure and stress, and spur themselves into action. (HTH)

ED218806 EA014876

School Staffing Ratios, 1981-82. ERS Report.
Educational Research Service, Arlington, Va.
Pub Date 82
Note-65p.; For related documents, see ED 213 101-102 and ED 213 146.
Available from-Publications, Educational Research Service, 1800 N. Kent Street, Arlington, VA 22209 (Stock No. 219-21665; $20.00).
Document Not Available from EDRS.
Descriptors-*Administrators; Comparative Analysis; Counselor Client Ratio; Elementary Secondary Education; Expenditure Per Student; *National Surveys; Ratios (Mathematics); School Nurses; *Students; *Student Teacher Ratio; Tables (Data); Teacher Aides
Identifiers-School District Size; *Staffing Ratio; Student Administrator Ratio; *Teacher Administrator Ratio

Intended to make possible the comparison of staffing patterns in one school system with those in systems of similar enrollment size and expenditure level, this report was developed through a national survey of 1,101 school systems conducted in 1981-82. Included are pupil-staff and teacher-staff ratios for individual positions and aggregate categories of professional personnel. These data are presented separately for large, medium, small, and very small school systems and for five levels of per pupil expenditure of the reporting school systems. Ratios contained in the report include the number of pupils per teacher, counselor, librarian, school nurse, school building professional staff member, principal, assistant principal, school building level administrative staff member, central office professional staff member, and teacher aide. It also contains ratios of teachers to administrators and aides. (Author/JM)

ED218827 EC142779

Holvoet, Jennifer; And Others

Statewide Inservice Training Model to Prepare Teachers of Severely Handicapped Students. Procedures Manual, 6-1-78 to 6-1-81.

Kansas State Dept. of Education, Topeka.; Kansas Univ., Lawrence. Dept. of Special Education.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.

Pub Date Jun 81

Grant-G007801689

Note-361p.; For related document, see EC 142 780.

EDRS Price - MF01/PC15 Plus Postage.

Descriptors-Administrative Organization; *Curriculum Development; Elementary Secondary Education; *Inservice Teacher Education; *Learning Modules; Models; Practicums; *Preservice Teacher Education; Program Descriptions; *Program Development; *Severe Disabilities; State Programs; Teaching Skills

Identifiers-Kansas

The first of a two volume report on a project to develop a statewide (Kansas) model for inservice and preservice training of teachers of severely handicapped students describes the general approach to the model as well as details its necessary features, the project's organization and its relationship with the State Department of Special Education are charted, and statistics and demographic indices of teachers enrolled in the 3 years of the project are reported. Curriculum development is traced from needs assessments, consultants' advice, and decisions about the modular format. The modular organization is described, its drawbacks noted (such as difficulty in knowing enrollees' skills), and possible solutions suggested. Considerations in designing practicum training experiences are discussed, as are the organization and preparation of practicum supervisors. Practicum evaluation and problems with the practicum format (such as travel) are also examined. Twelve steps in developing practicum modules are listed. The bulk of the document is composed of seven appendixes, including sample exercises from practicum moduls and a list of performance competencies from the practicum. (CL)

ED218850 EC143112

Potter, Margaret; Mirkin, Phyllis

Instructional Planning and Implementation Practices of Elementary and Secondary Resource Room Teachers: Is There a Difference?

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Report No-IRLD-RR-65

Pub Date Jan 82

Contract No-300-80-0622

Note-41p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Delivery Systems; Elementary Education; *Learning Disabilities; *Program Development; *Resource Room Programs; Secondary Education; Student Evaluation; Teaching Methods

A national sample of 53 elementary teachers and 34 secondary school teachers who provide Level III resource room service to learning disabled students was asked to complete a survey on program planning and implementation practices. Statistical analyses of responses revealed no differences of practical value between the practices of elementary and secondary level teachers; however, there was a great deal of variability within the responses of both groups. Results further indicated that aside from the initial development of the individualized education program, objective evaluation information generally is not used to make ongoing instructional decisions. (Author)

ED218920 FL012803

Clark, John L. D.

The Performance of Native Speakers of English on the Test of English as a Foreign Language. TOEFL Research Reports, 1.

Educational Testing Service, Princeton, N.J.
Pub Date Nov 77
Note-40p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Bound Students; Educational Research; *English (Second Language); Higher Education; *Language Tests; *Native Speakers; Psychometrics; Test Construction; *Test Interpretation; Young Adults
Identifiers-*Test of English as a Foreign Language

Recent forms of the new three-section Test of English as a Foreign Language (TOEFL) were administered to 88 native speakers of English just prior to graduation from a college-preparatory high school program. Total test score distributions were highly negatively skewed, reinforcing findings of earlier studies that the TOEFL is not psychometrically appropriate for discriminating among native speakers of English with respect to English language competence. Although the native English examinees achieved high total test scores and performed excellently on the listening comprehension section, a number of items in the other two sections (structure and written expression; reading comprehension and vocabulary) were answered incorrectly by over 20 percent of the examinee group. Included in these sections were a number of questions considered by the TOEFL test development staff as dealing with basic grammar points or straightforward reading passages of a type that college-level students should be expected to handle without difficulty. From these results, it is concluded that although response data from native English speaking examinees may be of some use in designating particular test questions for closer examination, errors made by college-bound native speakers should not automatically be considered indicative of item inappropriateness for the TOEFL population. (Author)

ED218494 CE033134

Beatty, Paulette T.; And Others

An Introduction to Needs Assessment. Special Community Service and Continuing Education Project. Final Report.

Texas A and M Univ., College Station. Coll. of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date [81]
Grant-G007904214
Note-19p.; For related documents see CE 033 133-139.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Education; Behavioral Objectives; Course Content; Course Descriptions; Course Objectives; Course Organization; Definitions; Educational Benefits; *Educational Needs; *Educational Planning; Guidelines; Instructional Materials; *Needs Assessment; *Program Development

One of a series of instructional booklets designed to introduce adult education program planners to the basic concepts integral to and alternative strategies for conducting needs assessments, this instructional booklet serves as an introduction to the needs assessment process in general as well as to the remaining booklets in the series. Covered in the booklet are the following topics: stimulus for the instructional series, definitions for the instructional series, purpose of instructional series, target audience for the instructional series, content of the instructional series, use of the instructional series, and benefits of the instructional series. (MN)

ED218622 CS206970

Shoemaker, Pamela J.

Deviance of Political Groups and Media Treatment: An Empirical Analysis of a Critical Hypothesis.

Pub Date Jul 82

Note-76p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Dissent; *Mass Media Effects; Media Research; News Media; Newspapers; *News Reporting; *Organizations (Groups); *Political Attitudes; Political Influences; *Political Socialization; *Press Opinion

A study was conducted to test the hypothesis that the mass media act as agents of social control by varying the coverage of political groups in relation to how deviant they perceive the groups to be. Editors from the 100 largest daily newspapers in the United States were asked to rate 11 political groups on four scales thought to measure political deviance. Fifty-seven responded. Media treatment was determined through content analysis of 604 articles in 7 major newspapers over a 1-year period. The vast majority of the articles were from the "New York Times." Content was analyzed based on two dimension: prominence and character. Prominence included the length of the article, its position in the newspaper, and the position of the group in the article. Character was based on four legitimacy criteria: evaluation, validity, viability, and stability. Results indicated some support for the theory that the media act as agents of social stability; however, a direct causal relationship between a journalist's perception of a group's deviance and the kind of article he or she will write about the group cannot be assumed. (JL)

ED218787 EA014815

Smith, Allen G.; Nerenberg, Susan

Parents and Federal Education Programs. Volume 5: Follow Through. The Study of Parental Involvement.

System Development Corp., Santa Monica, Calif. Studies and Evaluation Dept.
Spons Agency-Department of Education, Washington, DC.
Report No-TM-6974/008/00
Pub Date Apr 81
Contract No-300-78-0437
Note-291p.; Some tables may reproduce poorly due to small print of original document. For related documents, see EA 014 811-817.
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Elementary Secondary Education; *Federal Programs; Governance; Instruction; Parent Education; *Parent Participation;

*Parent Role; *Parent School Relationship; *Program Evaluation; School Community Relationship; School Support
Identifiers-*Project Follow Through

This fifth volume in a series of seven is part of a larger study of parental involvement in four federal programs in selected school districts across the country. Presented here are the results of an intensive examination of projects funded by the Follow Through program. Site studies of Follow Through projects yielded data on the five ways parents could participate in the programs--through governance, instruction, parent education, school support, and community-school relations. The researchers found that all 16 sites had policy advisory committees, though they were structured differently than those described in the Follow Through regulations. Most of the committees made decisions about parent activities, but few participated significantly in project decisions about student services, budget, or personnel. Parents were widely used as classroom aides and most sites worked to involve parents in teaching their children at home. Few sites had active programs to recruit parents as volunteers, but those that did provided a substantial role for the volunteers. Parent enrichment programs were well developed, offering parents a major role in determining the content of parent education activities. The sites also involved parents in active school support and community relations programs. The report concludes that parents materially affected the quality of education provided to students in Follow Through projects. (Author/WD)

ED218872 EC143137

Mittler, Peter; And Others

The Education of the Handicapped Adolescent: Roles and Needs of Parents of Handicapped Adolescents.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Report No-CERI-3707; CERI/HA/81.01

Pub Date 9 Mar 81

Note-34p.; Original print is variable and may not reproduce well.

Available from-Organisation for Economic Co-Operation and Development, 2, rue Andre Pascal, Paris Cedex 16, France (no price quoted).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adolescents; Cooperation; *Disabilities; Family Relationship; *Parent Attitudes; Parent Child Relationship; *Parent Participation; *Parent Role; *Parent School Relationship; Secondary Education; *Student Rights

The paper, containing 80 statements, addresses the roles and needs of parents regarding their handicapped adolescents' education. Following an introduction is a chapter on the importance of basic attitudes and the danger of some negative parental attitudes. Service needs, covered in a third chapter, are seen to include provision of information, residential and support services, and financial help. Chapter IV looks at obstacles to parent-professional collaboration and offers suggestions for increasing collaboration. The needs and rights of handicapped adolescents is the topic of chapter V. Among conclusions in a final chapter is that parents should be fully involved in the process of assessment and strengths and should be seen as full members of the multidisciplinary team. (SB)

ED218996 HE015193

Murphy, Marion I.

Enrollment, Graduations and Related Data: Baccalaureate and Graduate Programs in Nursing: A Special Report from the Institutional Data System.

American Association of Colleges of Nursing, Washington, D.C.

Report No-AACN-DBS-82-3

Pub Date Apr 82

Note-29p.

Available from-American Association of Colleges of Nursing, 11 Dupont Circle, N.W., Suite 430, Washington, DC 20036 ($5.00 members; $8.00 nonmembers).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Associate Degrees; Bachelors Degrees; College Faculty; *College Students; Comparative Analysis; *Degrees (Academic); Doctoral Degrees; Educational Background; *Enrollment Trends; Full Time Students; Higher Education; Masters Degrees; *Nursing Education; Part Time Students; School Surveys; Student Characteristics; Trend Analysis

Current student and program characteristics for American Association of Colleges of Nursing (AACN) member schools for 1979-1980 through 1981-1982 are described. Attention is directed to data on enrollment, graduation, and associated information on baccalaureate and advanced degree programs in nursing. Tables are presented on full-time and part-time enrollment and graduations for 231-263 schools (depending on the year) for master's, doctoral, generic baccalaureate, and registered nurse (RN) baccalaureate programs. These data are also presented separately for 205 schools reporting regularly. Information on variations in baccalaureate enrollment and curricular practices that affect collection and use of data is presented, along with data on the number of schools that include associate degree programs in addition to higher-level degree programs. The educational background of faculty members is also indicated. Among the findings are the following: full-time master's enrollment declined slightly at least since 1979-1980, while part-time student enrollment increased by 21-29 percent; graduations of master's students increased slightly over the most recent 2-year period; full-time doctoral enrollment decreased slightly over the last 3 years, while part-time enrollment more than doubled; full-time generic bachelor's enrollment declined by 4.9 percent over the 3-year period, while part-time enrollment increased by 44 percent for total number of schools and by 16 percent in the 205 schools which reported regularly; graduations of generic bachelor's students declined, except in the case of 1980 graduates of the 205 schools; the total schools reported a nine percent decline in full-time RN enrollment between 1979-1980 and an increase between 1980-1981 and 1982; both comparison groups of schools reported an increase in part-time RN enrollment. (SW)

ED218515 CE033186

Brolin, Donn E.; And Others
Lifelong Career Development Handbook: Linking Community Services for Disabled Adults.
Missouri Univ., Columbia. Coll. of Education.
Spons Agency-Special Education Programs (ED/OSERS), Washington, DC. Div. of Educational Services.

Pub Date 82
Grant-G007801844
Note-416p.; For a related document see CE 033 187.
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-Adults; Advocacy; Behavioral Objectives; *Career Development; Case Studies; *Community Services; Competency Based Education; *Daily Living Skills; *Disabilities; Educational Needs; Guidelines; Information Services; Inservice Teacher Education; Instructional Materials; Job Skills; Learning Activities; Learning Modules; *Lifelong Learning; Linking Agents; Models; Needs Assessment; Orientation; Postsecondary Education; Program Administration; Program Development; Program Evaluation; Program Implementation; Public Relations; Records (Forms); Resources; Staff Development; Student Evaluation; Two Year Colleges
Identifiers-*Lifelong Career Development Model

Designed for use by those who work with the disabled, this handbook explains and provides procedures for implementing the Lifelong Career Development (LCD) Model. (Designed for implementation at the community college level, the LCD model provides a competency-based approach to meeting the career development needs of disabled people and provides for a greater effort at networking or linking together services.) Presented first are an overview of the need for such a program and the efforts that went into its final conceptualization, methods, and materials. Following a description of the LCD model and its components, procedures are provided for program administration, needs assessment, program implementation, public relations, and team training. Part 3 contains 11 training modules for use by the LCD coordinator or team to train themselves, disabled persons, and those in various agencies and groups concerned about lifelong career development for the disabled. Included in the modules are instructions, activities, and materials for conducting each session. Following a discussion of LCD program evaluation, discussions are provided of two case studies from the major community college sites. Appended are the major instruments for use in designing and conducting an ICD program. (YMN)

ED218536 CG016035

Rubin, Stanford E.; Farley, Roy C.

Intake Interview Skills for Rehabilitation Counselors: A Participant's Workbook. Advanced Facilitative Case Management Series, Training Package I.

Arkansas Univ., Fayetteville. Rehabilitation Research and Training Center.

Spons Agency-National Inst. of Handicapped Research (ED), Washington, DC.

Pub Date 80

Grant-NIHR-16-P-56812-RT-13

Note-146p.; For related documents, see CG 016 034-041.

Available from-Arkansas Rehabilitation Research and Training Center, Publications Department, P.O. Box 1358, Hot Springs, AR 71901 ($4.00).

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Communication Skills; Counseling Techniques; *Counselor Training; *Interviews; Learning Modules; Nonverbal Communication; Professional Training; Questioning Techniques; *Rehabilitation Counseling; *Skill Development; Student Participation; *Training Methods; Training Objectives; Verbal Communication; Workbooks

This guide is the participant workbook for the first in a series of instructor-assisted training modules for rehabilitation counselors, supervisors, and graduate students. This workbook for the first module focuses on basic intake interviewing skills consisting of: (1) systematic interview programming including attracting, planning and structuring; (2) information exchange during the intake process including collection and dissemination effectiveness; and (3) information exchange via verbal and nonverbal interaction. The materials contain worksheets, outlines for each session, practice exercises, self-assessment checklists and suggested interview topics for use during each training session. Space for note taking is provided as well as a bibliography of recommended readings. (MCF)

ED218643 CS207065

Wright, Wynn, Ed.

Handbook for Writing Practices.

Washington Elementary School District 6, Phoenix, AZ.

Pub Date [81]

Note-61p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Curriculum Development; Elementary Education; *Integrated Activities; Interdisciplinary Approach; *Language Arts; Prewriting; Revision (Written Composition); *Student Motivation; Teaching Methods; *Writing Instruction; *Writing Processes

Identifiers-*Writing across the Curriculum

Prepared by classroom teachers in a Phoenix elementary school district, this handbook provides information for use in initiating writing practice in both the language arts and the content areas at all elementary school grade levels. The major sections of the handbook provide (1) techniques for motivating students to write; (2) activities at the prewriting, writing, and revising stages of the writing process; (3) suggestions for publishing student work; (4) tips for effective classroom management, including suggestions for setting up a classroom writing center, using time efficiently, dealing with the paper load, and evaluating student writing; (5) methods for teaching writing conventions, such as grammar and usage rules; (6) techniques for integrating writing practice into the content areas of reading, health, social studies, math, and science; and (7) suggestions for ways to keep parents informed about the writing activities of their children. Appendixes contain copies of guidelines for teaching the conventions of writing, a class writing checklist, editing symbols, a letter to parents of students in all grades and another to parents of primary grade students, a list of resources on writing, and a list of materials to read aloud to children. (FL)

ED218664 CS207095

Journalism and Journalism Education: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1982 (Vol. 42 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date 82
Note-9p.; Pages may be marginally legible.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Advertising; American Indians; Annotated Bibliographies; Communication Research; Credibility; *Doctoral Dissertations; Education Work Relationship; Foreign Countries; *Journalism; *Journalism Education; *Media Research; Media Selection; *Newspapers; *News Reporting; On the Job Training; Police
Identifiers-Columbia Scholastic Press Association; Media Use

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 10 titles deal with the following topics: (1) press bias in Northern Ireland; (2) the nature of news media selection; (3) the agenda-setting function of the press; (4) a training program for newsroom supervisors using video taped role models; (5) the relationship between law enforcement officers and newspaper reporters on crime news; (6) a history of the Columbia Scholastic Press Association; (7) Cherokee Indian editor, Elias Boudinot; (8) the effect of advertising on consumer press credibility; (9) the news-writing processes of 3 practicing journalists; and (10) the perceived value of college training by professional journalists in 3 metropolitan areas. (HTH)

ED218686 CS503885

Neuendorf, Kimberly A.

Hispanic Youths' Cultural Identities: Prediction from Media Use and Perceptions.

Pub Date May 82

Note-46p.; Paper presented at the Annual Meeting of the International Communication Association (Boston, MA, May 2-5, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cultural Background; *Cultural Influences; Elementary Secondary Education; *Ethnic Groups; *Ethnicity; Grade 5; Grade 10; Hispanic Americans; *Mass Media Effects; *Media Research; Spanish Speaking; Use Studies; Whites

Identifiers-Media Use

A study tested the hypothesis that expressed media content preferences are the result of a cultural identification and that actual exposure to media content will partially determine one's cultural identity. Questionnaires were completed by 884 5th and 10th grade students, half of whom were Hispanic and half Anglo. The questionnaire measured several variables, including exposure to several media, content preferences, perceived media credibility, perceptions of cultural portrayals in the media, and demographics. Respondents chose from 12 cultural labels the one they felt applied best to them. Fourteen percent of the respondents chose Chicano, 13% chose Spanish-American, and 24% Mexican-American. Fifty-one percent reported speaking English and no Spanish in the home, and 9% spoke mostly Spanish. Self-designated Chicanos and Mexican-Americans had similar media preferences: they were interested in ethnic-oriented music and not interested in recreation magazines or classical and country and western music. Mexicans expressed a distinct preference for Spanish content in all media. Spanish-Americans were uninterested in local and Latin news, while Anglos expressed lower preference for Spanish and local news, Saturday television, entertainment magazines, and black-oriented music. Anglos were more likely than Hispanics to speak and read English, read few comic books, listen to few records and tapes, watch less television, assign low believability to television, perceive television minorities as unreal, and perceive media Mexican-American portrayals as positive. (HTH)

ED218707 EA014631

Pellicer, Leonard O.; And Others

The Evolution and Training of School Principals.

Richland County School District 1, Columbia, S.C.; South Carolina Univ., Columbia. School of Education.

Spons Agency-Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Pub Date Dec 81

Note-49p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrator Education; *Educational History; *Educational Trends; Elementary Secondary Education; Field Experience Programs; *Management Development; National Surveys; *Principals

Identifiers-Contingency Framework Administrator Development; Experimental Preparation Program; NASSP Internship Project; Project ICES

Beginning with an historical description of the development of the principalship, this monograph gives a comprehensive analysis of both current and evolving training programs for principals. Given particular attention are field-based training programs and administrative internships, particulary the National Association of Secondary School Principals' Internship Project. Also described are the McCleary model for competency-based training for school administrators, Indiana State University's Experimental Preparation Program, and Project ICES (Internships, Certification, Equity-Leadership and Support). The author lists eight obstacles to field-based training and offers eight recommendations for increasing the effectiveness of field-based training experiences. The final section of the monograph discusses future trends in principal training programs, based on the results of a national survey conducted in 1981 of principals, department of education personnel in all states, and college professors. Increasing, static, and decreasing trends are identified. Additionally, the Contingency Framework for Administrator Development is presented as a flexible model for administrator training. (Author/WD)

ED218727 EA014737

Housden, Terry; Holmes, Lynda

Mesa Verde--A Year-Round High School. A Descriptive Report of 1980-81.

San Juan Unified School District, Carmichael, Calif.

Pub Date Sep 81

Note-37p.; Small portions of text may reproduce poorly due to small print of parts of original document.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement; Curriculum; High Schools; *Institutional Characteristics; Parent Attitudes; School Activities; *School Attitudes; *School Organization; School Policy; Student Attitudes; Student Characteristics; Teacher Attitudes; Track System (Education); Year Round Schools

Identifiers-*Mesa Verde High School CA

Mesa Verde High School was constructed in 1974 and is the last high school built in the San Juan (California) Unified District. It serves students in grades 9 through 12 and has an open enrollment policy. Mesa Verde operates on a year-round schedule with students divided into three tracks. Basically, each track is in session for 9 weeks and then is off for 3 weeks. Students are assigned to a track according to their achievement level and academic goals. Academically, 9th and 11th grade students at Mesa Verde scored slightly below average on a nationally normed test administered in the spring of 1981. On minimum competency tests over the last 3 years, the percent passing has risen from 43 percent on the Communication Skills test in 1979 to 67 percent in 1981, and has increased from 64 percent on the Computational Skills test in 1979 to 78 percent in 1981. Attitudes of students, parents, and staff were surveyed during the spring of 1981. Seventy-nine percent of the parents, 80 percent of the students and 92 percent of the staff indicated having a positive or very positive attitude toward Mesa Verde. Attitudes were similarly strong toward the year-round schedule and academic tracking. (Author/PGD)

ED218747 EA014775

Coleman, Peter

The Closing of Howden School.

Pub Date Jun 81

Note-36p.; Paper presented at the Annual Meeting of the Canadian Association for the Study of Educational Administration (Halifax, Nova Scotia, Canada, June 1-4, 1981).

Available from-Not available separately; see EA 014 774.

Document Not Available from EDRS.

Descriptors-Administrator Role; *Board of Education Role; Case Studies; Conflict; *Decision Making; Elementary Education; Foreign Countries; *Immersion Programs; *Organizational Change; *Parent Grievances; Parent School Relationship; *School Closing; School Organization

Identifiers-Board Parent Relationship; Manitoba; *Saint Boniface School Division MB

A participant-observer case study of a school controversy, written by the superintendent involved, describes the shifting of students among several elementary schools in St. Boniface School Division, a French- and English-speaking district in Manitoba (Canada). The story begins with the closing of two schools in 1974 because of declining enrollment and the burgeoning popularity of a French-language "immersion" program for English-speaking elementary students, fast outgrowing its one school building. In the story's second phase, proposals to enlarge the immersion program's school were denied by the province, necessitating the development of alternatives to accommodate the program. The third phase involved the growing controversy among parents over the alternatives and the board's decision to shift Howden Elementary School students to other schools and replace them with immersion students. The fourth phase saw the Howden parents' strong opposition and the board's refusal to change its decision. In the aftermath, Howden switched to an immersion program and a suit brought by Howden parents failed in court. Seven propositions are examined in light of the story, concerning boards', administrators', and communities' relationship to decision-making, information dissemination, and mediation. (RW)

ED218767 EA014795

Schmuck, Patricia A.; And Others

Analyzing Sex Bias in "Planning and Changing."

Pub Date 82

Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Authors; Consultants; Content Analysis; Formative Evaluation; *Language Usage; *Periodicals; *Policy; *Sex Bias; Tables (Data)

Identifiers-Editorial Policy; Educational Journals; *Journal Articles; *Planning and Changing (Journal)

Analysis of the ten volumes of the journal "Planning and Changing" published from 1970 through 1979 revealed a low number of articles authored by women, the absence of women among consultants to the editor, widespread use of sex-biased language, and a lack of articles about implementation of equal employment and equal education opportunities, despite significant legislative activity in these areas. The researchers ascertained the sex of authors and editorial consultants, the organizational affiliation of authors, and the topics addressed by articles. Of 331 authors represented in all issues for the ten volumes, only 33 were women, and only 14 of these were not coauthors with men. These figures are considerably lower than comparable figures for other journals in education, though the scarcity of women in the field of administrative practice may account for their unavailability as potential authors. One issue from each of the ten volumes was selected for sex-bias analysis, and all 69 articles that were not regular features in these issues were analyzed. This content analysis revealed consistent male bias in language use and assumed audience. The document concludes with recommendations for change addressed to the journal. (Author/PGD)

ED218807 EA014878

Dearman, Nancy B., Ed.; Plisko, Valena White, Ed.
The Condition of Education. 1982 Edition. Statistical Report.
National Center for Education Statistics (ED), Washington, DC.

Pub Date 82
Note-277p.; For related documents, see ED 155 811-812, ED 172 446-447, ED 188 304, ED 189 687, ED 207 186, ED 208 480, and EA 014 879.
Available from-Superintendent of Documents, Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00133-1; $8.50).
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Educational Trends; Elementary Secondary Education; *Enrollment Influences; *Enrollment Trends; *Outcomes of Education; School Statistics; Teacher Qualifications; *Teacher Supply and Demand

Describing conditions in education as well as those in the larger society that affect education, this eighth annual statistical report focuses on the impact of enrollment changes at the elememtary/secondary and postsecondary levels. Each of the five chapters presents a narrative analysis complementing the data, which is presented in chartbook form. Chapter 1 gives an overview of enrollment trends in elementary/secondary and postsecondary education. Chapters 2 and 4 describe the adjustments made by schools and institutions to shifting population needs at the different educational levels. Chapter 3 takes a special look at the public elementary/secondary teaching force, and chapter 5 concludes the report by presenting the most recent data on the outcomes of schooling from kindergarten through college. Data sources and definitions of selected terms are appended. A related document, EA 014 879, which forms part 2 of the report, contains a description of the activities of the National Center for Education Statistics. (Author/WD)

ED218897 EC143162

Winton, Pamela J.

Dissemination of Research to Parents: Issues, Barriers and Future Directions.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date Apr 82

Contract No-300-77-0309

Note-14p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session W-8).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disabilities; *Educational Research; Elementary Secondary Education; *Information Dissemination; *Parent Education; *Research Utilization

Intended for educational researchers, the paper stresses the importance of disseminating research knowledge to parents, particularly to parents of handicapped children. Barriers to disseminating research knowledge to parents include the low priority of this activity among members of the academic community, the trickles down theory of dissemination whereby the parents are among the last to receive information, and the scarcity of appropriate dissemination vehicles geared toward parents. Ethical and practical reasons for overcoming these barriers are considered, such as the importance of arming parents and advocacy groups with information to back up their attempts to get programs for handicapped children. Among suggestions are the placing more emphasis on the values underlying research efforts, lobbying for federal funds to disseminate research to parents, and creating linkages with existing parent organizations. (SB)

ED218978 FL013090

Weaknesses in the Resident Language Training System of Defense Language Institute Affect the Quality of Trained Linguists. Report to the Secretary of the Army.

General Accounting Office, Washington, D.C.
Report No-GAO/FPCD-82-22
Pub Date 6 May 82

Note-46p.
Available from-U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (First 5 copies are free; additional copies are $3.25 each).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Classroom Techniques; Course Content; *Instructional Improvement; *Intensive Language Courses; *Language Proficiency; *Language Tests; Postsecondary Education; *Program Evaluation; Second Language Instruction; Teaching Methods; Testing
Identifiers-*Defense Language Institute CA

This report is a summary of the review of the Defense Language Institute (DLI) that was made by the General Accounting Office (GAO) at the request of a member of Congress. The objectives of the study were to identify and analyze significant internal DLI problems that diminish the overall effectiveness of the language training provided there. Accordingly, three issues were examined and reported: (1) course development activities, (2) management of classroom instruction, and (3) evaluation of graduates and training. After an introduction that describes the concern of the DLI and the objective, scope and methodology of the study, the report is divided into three sections corresponding to the three issues examined in the study. The investigation recommended that the Institute: (1) replace outdated materials in basic courses, (2) upgrade the management of classroom instruction, and (3) better assess the effectiveness of its training mission. Appendices include information on DLI student enrollment and instructors by language as of September 1981, a review of previous studies of operations and training at DLI, and the Foreign Service Institute's language skill level descriptions. (Author/AMH)

ED218456 CE032160

Conti, Gary J.; Giles, Wayne E.

The Illinois CBAE Project: A Voluntary Alternative for Implementing Competency-Based Adult Education.

Pub Date 78

Note-18p.; Paper presented at the United States Office of Education Invitational Workshop on Adult Competency Education (New Orleans, LA, February 22-24, 1978).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Basic Education; *Adult Education; *Competency Based Education; Fused Curriculum; *High School Equivalency Programs; *Inservice Teacher Education; Learning Modules; Material Development; Postsecondary Education; Program Development; *Program Effectiveness; *Program Implementation; Staff Development; State Programs

Identifiers-Illinois; *Illinois Competency Based Adult Education Project

Designed to develop competency-based adult education (CBAE) as an alternative adult education delivery system, the Illinois CBAE Project provided a series of three workshops and a consultation for 48 Illinois adult education practitioners. The workshops consisted of an awareness workshop, a module development workshop, and an evaluation and sharing workshop. During the workshops, participants designed competency-based modules for adults that were later implemented into local curriculums. The CBAE training project was judged to be highly successful for a variety of reasons, including the following: the voluntary nature of the project, the criterion-based selection process used to screen participants, support given to the project by local program administration, and a training model that allowed participants choices and allowed a period of time for reflection. While most people connected with the project were pleased with its outcomes, some commented on time pressures felt during the project, different levels of readiness among participants, and a discrepency over the definition and specificity of terms. Recommendations included calls for similar projects and reassessment of formulas for dispersing funds to encourage adult education programs to incorporate CBAE into their existing programs. (MN)

ED218558 CG016058

Child and Adolescent Suicide. Literature Survey Series, No. 2.
National Clearinghouse for Mental Health Information (DHHS/NIMH), Rockville, MD.
Report No-DHHS-ADM-81-1135
Pub Date 81
Note-113p.; Best copy available.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Adolescents; Annotated Bibliographies; *Children; Death; Elementary Secondary Education; Psychopathology; *Suicide

This literature survey, part of a series designed to provide information sources on topics of current interest in the field of mental health, lists 122 references on child and adolescent suicide covering the years 1978-1980. Author, author address, title, source, and source location are included where applicable. A brief content resume is provided for each entry. Arrangement of contents is by primary author; a computer-generated index of primary and secondary authors and a subject index are appended. (Author/MCF)

ED218582 CS006711

Fels, Cynthia; Langston, Barbara

Spring Into Reading: A Parent-Child Reading Participation Program.

Pub Date Apr 82
Note-12p.; Paper presented at the Annual Meeting of the International Reading Association (27th, Chicago, IL, April 26-30, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education; *Literature Appreciation; *Parent Child Relationship; *Parent Participation; Parent School Relationship; *Program Descriptions; Program Development; *Reading Programs; *Recreational Reading

Realizing the importance of parents in the educational process, several states have launched campaigns to involve parents with their children in home reading activities. Using these programs as examples, the Wentzville R-IV School District (Missouri) devised and initiated "Spring Into Reading," a plan for encouraging parental involvement in leisure time reading activities. The program consisted of an 8-week contractual agreement between the parent and child to spend 15 minutes per day, 5 days a week in a reading activity. Rewards such as pine seedlings or stickers were given throughout the program as incentives to keep the children reading. To start the program a time-line was developed that clearly listed all of the important events in the program, such as halfway points, dates that parent letters would go home, dates of incentive distributions, and so forth. Student weekly record sheets were also maintained and collected at the end of the program. Each participant who completed the program received a certificate of accomplishment signed by the superintendent, their building principal, and classroom teacher, as well as a coupon for free french fries from a local food franchise. Although some parents objected to the rigorous time requirements, the contractual agreement, and certain awards, the overwhelming response was positive. (HOD)

ED218851 EC143113

Thurlow, Martha L.; Ysseldyke, James

Teachers' Beliefs About LD Students.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Report No-IRLD-RR-66

Pub Date Jan 82

Contract No-300-80-0622

Note-60p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Elementary Secondary Education; Intervention; *Learning Disabilities; *Student Characteristics; *Teacher Attitudes; Teaching Methods

A national sample of 127 elementary and secondary teachers of learning disabled (LD) students completed surveys on the characteristics of LD students and the instructional procedures that work with them. Responses revealed extreme variability in the teachers' beliefs about LD students and effective instructional approaches. Further, few differences were found in the beliefs of teachers with 1 to 2 years of special education teaching experience as compared to beliefs of teachers with 10 or more years of special education teaching experience. Responses further indicated a lack of confidence in the teachers' contributions to LD students. (Author/CL)

ED218939 FL012999

Hinton, Norman

CAI in Advanced Literature Class.

Illinois Univ., Urbana. Language Learning Lab.

Pub Date 81

Note-10p.

Available from-Not available separately, see FL 012 990.

Document Not Available from EDRS.

Descriptors-*Advanced Courses; College English; *Computer Assisted Instruction; Display Systems; English Instruction; *English Literature; *Graduate Study; Higher Education; Middle English; Old English; Online Systems; *Poetry; Programed Instructional Materials; Teaching Methods; *Undergraduate Study

Identifiers-*PLATO IV

Ways that computer assisted instruction (CAI) can be useful in teaching English at upperclass and graduate levels are considered, with illustrations from PLATO lessons that have been composed and programmed. One lesson takes advantage of PLATO's graphic design capabilities, which enabled the teacher to design the runic figures and to show them in various sizes. The lesson includes a bibliography of materials on runes, a list of Wotan's magic runespells, and samples of runic inscriptions and runes in Old English poetry. Lessons have also been designed on Middle English, on Chaucer's vocabulary, idiom, grammar, and syntax. Assigning these lessons has resulted in quicker comprehension of Middle English, better pronunciation, and more class time to talk about Chaucer. A lesson on Yeats' poem, "Leda and the Swan," attempts to improve on the poetry lessons now available on PLATO. The lesson tries to solve the problem of narrowly focussed questions that CAI tends to use by choosing a poem for which a good deal of background information is necessary and creating interesting questions that can still require a rather small range of answers. In addition, another lesson attempts to deal with the question of (comparatively) free response. The student is asked to indicate as many words up to 10 as possible to deal with the theme of old age. Words from the poem which deal with old age have been stored in a set of variables. Each is assigned a numerical value according to the teacher's assessment of the degree to which each word is involved with the theme. The students' words are compared to the stored words, and the total scores for the words and phrases the student has entered are totalled and scored against a possible 50. (SW)

ED218957 FL013049

Ambrose, John; Williams, Colin H.

Scale as an Influence on the Geolinguistic Analysis of a Minority Language. Discussion Papers in Geolinguistics 4.

North Staffordshire Polytechnic (England). Dept. of Geography and Sociology.
Pub Date 81
Note-30p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Evaluation Methods; Foreign Countries; *Language Maintenance; Language Planning; Language Research; Language Usage; *Research Methodology; *Welsh
Identifiers-*Geolinguistics; Wales

Census data from 1901-1971 on the status of Welsh in Wales are used to illustrate the problems of making language planning recommendations on the basis of limited and scale-specific analyses. Using maps and charts, the data are analysed at national, regional, local, and individual levels. Different patterns of language maintenance and usage emerge at each level for the same area. It is concluded that the various scales should be seen as complementary rather than alternative interpretations. The more ways of assessing the position of minority languages that are employed, the more realistic the approach to their conservation and development is likely to be. (EKN)

ED218435 CE031872

Patsula, Philip J.

The Assessment Component of Employment Counselling.

Canada Employment and Immigration Commission, Ottawa (Ontario).
Occupational and Career Analysis and Development Branch.

Pub Date 81

Note-450p.

EDRS Price - MF01/PC18 Plus Postage.

Descriptors-Behavioral Objectives; *Career Counseling; Case Studies; *Counseling Objectives; *Counseling Techniques; *Counseling Theories; *Counselor Client Relationship; *Counselor Training; Decision Making; Definitions; Employment Potential; Independent Study; Instructional Materials; Leaders Guides; Learning Activities; Learning Modules; Objectives; Postsecondary Education; Problem Solving; Professional Continuing Education; Self Evaluation (Individuals); Values Clarification

Identifiers-Goal Setting; *Vocational Assessment

Designed for use by employment counselors who are involved in employment counseling at the operational level, this learning module consists of printed self-sutdy materials dealing with the assessment component of employment counseling (ACEC). The module emphasizes a combined theory and practice instructional approach. Presented in the text of each of the five chapters are the following specified knowledge or skill components of the ACEC: initiating an ongoing collaborative relationship of mutual respect; relating the purpose of ACEC; eliciting from clients a statement of employment issue or concern; assisting clients in forming and clarifying constraint statements in identifying their strengths and barriers in relation to expressed employment/employability constraints, in clarifying underlying values and assumptions, in judging such values as constructive or self-defeating, and in formulating and committing themselves to more productive values or assumptions; helping clients to formulate, test, and validate contingency statements; and enabling clients to form an acceptable employment counseling goal. (MN)

ED218475 CE032827

Boggs, David L.; Travis, George Y.

A Modest Assessment of the Impact of Inservice Education in ABE.

Pub Date [82]
Note-11p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Basic Education; Dropout Research; *Dropouts; Faculty Development; *Inservice Teacher Education; *Program Effectiveness; *Teacher Attitudes; Teacher Behavior; Teacher Education; Teacher Workshops
Identifiers-*Ohio

In fiscal 1973, Ohio elected to concentrate training for staff in adult basic education (ABE) in eight cities. A review of records indicated that 143 ABE teachers in 5 of those cities attended 1 to 4 workshops that year. This study sought to answer three questions about these teachers: their long-term (7 years or more) retention in adult education; reasons for leaving the program for those who did; and the impact of ABE staff development on persons still teaching in public school but no longer in ABE. Through directors of ABE programs in 5 cities, it was found that 45 persons remained active after 7 years; of those who left the program, 71.5 percent (70) did so immediately or in the 2 years following the inservice training. Most of these who had left ABE had taken full time employment in elementary or secondary education, while 28 percent had left education entirely. Personal reasons accounted for the rest of the group of leavers. Through interviews with 12 persons still in ABE and 8 who had left, it was determined that statewide or regional programs of inservice education had more effect on their development than local programs. The researchers concluded that few conclusions about cause and effect could be drawn about the impact of inservice education, but that the whole ABE system should be viewed as a "loosely coupled system" before the impact of inservice education can become strong, important, and more immediately related to practice. (KC)

ED218495 CE033135

Beatty, Paulette T.; And Others
Determining What Information to Collect. An Introduction to Needs Assessment. Special Community Service and Continuing Education Project. Final Report.
Texas A and M Univ., College Station. Coll. of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date [81]
Grant-G007904214
Note-22p.; For related documents see CE 033 133-139.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Education; *Data Collection; Definitions; *Educational Needs; *Educational Objectives; Guidelines; *Measurement Objectives; Measurement Techniques; *Needs Assessment; Research Design; Research Methodology; Research Needs

One of a series of instructional booklets designed to introduce adult education program planners to the basic concepts integral to and alternative strategies for conducting needs assessments, this instructional booklet deals with determining what information to collect when conducting a needs assessment. Described first is the relationship of the process of determining what information to collect to the entire needs assessment process. Next, concepts and processes for determining educational program goal categories are examined. Following a discussion of the concept of goal, a procedure is set forth for developing relevant goals for needs assessments. Examined next are activities designed to yield comprehensive and sensitive measures for needs assessments. (MN)

ED218602 CS006748

Teacher Characteristics and Teacher Education in Reading and English Language Arts Instruction: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1982 (Vol. 42 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date 82
Note-12p.; Pages may be marginally legible.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies; Black Dialects; Childrens Literature; Decision Making; *Doctoral Dissertations; Educational Research; Elementary Secondary Education; English Instruction; *Language Arts; Parent Participation; Principals; *Reading Instruction; *Reading Research; Staff Development; Teacher Attitudes; *Teacher Characteristics; *Teacher Education
Identifiers-Theory Practice Relationship

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 16 titles deal with a variety of topics, including the following: (1) teacher behavior patterns during episodes of reading instruction in grades 4, 5, and 6; (2) the influence of teachers' conceptual frameworks of reading on their instructional decision making; (3) the perceptions of parents and teachers toward parent involvement in reading; (4) use of language arts instructional time by teachers with and without aides; (5) implications of a staff development program for improving the language arts achievement of urban minority youths; (6) teachers' knowledge of and attitudes toward black English and correction of dialect-related reading miscues; (7) characteristics of teacher feedback related to students' oral reading behaviors; (8) the effectiveness of a teacher training program on the achievement and attitudes of academically talented ninth grade students in reading and mathematics; (9) the reading knowledge of selected learning disabilities teachers; (10) teachers' perceptions of the principals' role and involvement in elementary reading programs and the teachers' perceptions of the work environment; and (11) teachers' anxiety levels in response to using children's literature on death in the classroom. (HTH)

ED218623 CS206979

Becker, Lee B.; Demers, David K.

Motivations, Media Use, and Electoral Decision Making.

Pub Date Jul 82

Note-24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Citizen Participation; *Decision Making; *Elections; *Information Needs; *Media Research; *Motivation; *Public Opinion; Surveys; Use Studies

Identifiers-*Media Use

Most of the research on motivations and media use has assumed that there is some general motivation that directs habitual media behavior. Recent work on motivations, however, suggests that it may be valuable to distinguish between general needs and more specific needs, both of which may direct media behavior. For example, regular media use might well be the result of a general motivation to keep informed. On the other hand, use of specific campaign media materials, such as advertisements or political debates, might be directed by a specific need on the part of voters for information to help make election decisions. This set of expectations was tested using data from a telephone survey of registered voters in Ohio during the 1980 United States presidential campaign. It was postulated that home owners (as opposed to renters), the married, those high in formal education, the older, white, and males would be higher in general need for information. As expected, the results indicated general information need was related to general media use habits. Those persons reporting high levels of need for information read news magazines, watched the national television news, and read a daily newspaper. There was no support at all for the belief that voter uncertainty was related to the need for election information. Specifically, the data indicated that a general need for information was viewed as a product of the respondent's background and social situation, while the need for information for a specific election decision was the product of general media use habits and possibly uncertainty about the election decision to be made. (HOD)

ED218828 EC142780

Guess, Doug; And Others

A Statewide Inservice Training Model for Teachers of the Severely Handicapped. Final Report.

Kansas State Dept. of Education, Topeka.; Kansas Univ., Lawrence. Dept. of Special Education.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date [81]
Grant-G007801689
Note-354p.; For related document, see EC 142 779.
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Elementary Secondary Education; *Inservice Teacher Education; Learning Modules; Models; *Practicum Supervision; *Preservice Teacher Education; *Program Development; *Severe Disabilities; State Programs; Teacher Workshops
Identifiers-Final Reports; Kansas

The second of a two volume discussion of Kansas' statewide model for inservice and preservice education of teachers of severely handicapped students is the final report. An introductory section provides an overview of the project's goals and discusses the need for teachers of the severely handicapped in Kansas. Objectives for the third year of the project (regional workshops, modified inservice for teachers and paraprofessionals, and preservice for graduate students) are evaluated. The project's organization and coordination with other agencies are depicted in charts and tables. Summary information indicates that 39 teachers completed Master's degree requirements while 85 completed requirements for certification only; 27 modules in the teacher education curriculum were developed; and a procedures model for designing and implementing inservice education was developed. Extended appendixes include content of revised modules, an outline of the procedures manual, and various observation, management, and evaluation forms. (CL)

ED218873 EC143138

The Education and Social Integration of Handicapped Children Through Recreational Activities: Report of an International Seminar (Deuville, France, June 22-24, 1981).

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Report No-CERI-8155
Pub Date Mar 82
Note-99p.
Available from-Organisation for Economic Co-Operation and Development, 2, rue Andre Pascal, Paris Cedex 16, France (no price quoted).
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Disabilities; Elementary Secondary Education; *Mainstreaming; *Recreational Activities; *Social Integration

The document reports on an international seminar on the role of recreational activities in the social integration of handicapped children. Chapter I presents concluding remarks by M. Neale about the seminar. Chapter II gives an overview of proceedings in the areas of social and philosophical change; theoretical considerations regarding integration; and key issues concerning leisure, play, recreation, handicap, and integration. Considered is the role of leisure activities, the arts, equitation, dance, and sporting and outdoor activities in the education of the handicapped. Chapter III contains findings of the working groups or the plastic arts, play, and music; pony riding; and sporting and other outdoor activities. A fourth chapter contains papers with the following titles and authors: "The Role of Play for Handicapped Children" (A. Giordano); "How Recreation Can Contribute to the Integration of Handicapped Children" (S. Tomkievicz); "Problem Solving Approach to the Social Integration of Handicapped Youth through Recreation Activities" (M. Manciaux); and "A Model of Social Integration of Handicapped Children through Recreational Activities" (M. Neale). An annotated bibliography of 70 references and the seminar schedule conclude the report. (SB)

ED218921 FL012805

Swinton, Spencer S.; Powers, Donald E.

Factor Analysis of the Test of English as a Foreign Language for Several Language Groups. TOEFL Research Reports, 6.

Educational Testing Service, Princeton, N.J.
Report No-ETS-RR-80-32
Pub Date Dec 80
Note-88p.
EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Arabs; Educational Research; *English (Second Language); Factor Analysis; *Factor Structure; Foreign Students; Higher Education; *Language Tests; Spanish Speaking; *Test Interpretation; Young Adults

Identifiers-Africans; Chinese People; Germans; Iranians; Japanese People; Scandinavians; *Test of English as a Foreign Language

A factor analytic study of the Test of English as a Foreign Language (TOEFL) was undertaken to determine the component abilities that underlie performance on the test for several major language groups: African, Arabic, Chinese (non-Taiwanese), Farsi, Germanic, Japanese, and Spanish. Evidence was found that three major factors underlie performance on the TOEFL and that these factors are relatively unambiguous in their interpretation. A factor underlying the listening comprehension section was noted for each language group; however, there were differences among the language groups in the interpretation of two of the factors. The African, Arabic, Chinese, and Japanese groups were generally similar on a factor underlying performance on structure, written expression, and reading comprehension items; and on another separate factor underlying vocabulary items. The Spanish and Germanic groups were also similar on each of two other factors, which correspond to the TOEFL subscores (structure/written expression, and reading comprehension/vocabulary). The vocabulary factor exhibited positive correlations with age and degree-intentions in nearly every language group, suggesting that vocabulary is the most likely of any of the abilities to develop with training or experience. Implications for the interpretation of TOEFL subscores are discussed. (SW)

Rubin, Stanford E.; Farley, Roy C.

Intake Interview Skills for Rehabilitation Counselors: A Typescript Manual. Advanced Facilitative Case Management Series, Training Package I.

Arkansas Univ., Fayetteville. Rehabilitation Research and Training Center.

Spons Agency-National Inst. of Handicapped Research (ED), Washington, DC.
Pub Date 80
Grant-NIHR-16-P-56812-RT-13
Note-106p.; For related documents, see CG 016 034-041.
Available from-Arkansas Rehabilitation Research and Training Center, Publications Department, P.O. Box 1358, Hot Springs, AR 71901 ($3.00).
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Communication Skills; Counseling Techniques; *Counselor Training; *Interviews; Learning Modules; Nonverbal Communication; Professional Training; Questioning Techniques; *Rehabilitation Counseling; *Skill Development; *Training Methods; Training Objectives; Verbal Communication

This guide is the case study manual for the first in a series of instructor-assisted training modules for rehabilitation counselors, supervisors, and graduate students. This typescript manual for the first module focuses on basic intake interviewing skills consisting of: (1) systematic interview programming including attracting, planning and structuring; (2) information exchange during the intake process including collection and dissemination effectiveness; and (3) information exchange via verbal and nonverbal interaction. Scripts of interview interactions for each phase of the intake process are provided. An interview demonstrating six different interaction styles--listener, interrogater, explorer, reflector, informer, and self-expresser--is presented as well as an exercise in the classification of interview styles. The appendix includes two sample interview scripts for analysis of information collection effectiveness. (MCF)

ED218559 CG016059

Matthews, Doris B.

Cerebral Dominance: Its Use in Understanding Learning Styles and Behavioral Patterns.

Pub Date Mar 82

Note-23p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Detroit, MI, March 17-20, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Patterns; Behavior Problems; *Cerebral Dominance; Identification; Lateral Dominance; Learning Problems; Multisensory Learning; *Neurological Organization; *Psychological Patterns; *Sensory Integration; *Sensory Training; State of the Art Reviews; Stimulation

Studies of the human brain suggest that cerebral dominance, the preference for either the right or the left hemisphere to direct the body's behavior, plays a causal role in distinctive learning styles and behavior patterns. The two halves of the brain are physically almost identical at birth, but childhood experiences which utilize one hemisphere more than the other provide "training" and result in the dominance of different modes of thought, i.e., sequential, verbal, analytic and logical for the left hemisphere and holistic, visual, metaphoric and intuitive for the right hemisphere. When the integration of the two hemisphere functions does not take place, a strong or extreme preference for one mode over another can result in learning and behavior problems. Tools are available to aid those in the helping professions identify hemisphere preference, e.g., the Cerebral Dominance Observation Guide, measurements of reaction time and eye movements, and a dichotic listening test. Helping professionals should provide learning or counseling techniques which will exercise the unstimulated hemisphere and work toward the integrated functioning of the two hemispheres. (MCF)

ED218644 CS207066

Fletcher, Susan Laemmle

Gracing Our Work: Generating Theory from Writing across the Curriculum.

Pub Date Dec 81

Note-25p.; Paper presented at the Annual Meeting of the Modern Language Association of America (New York, NY, December 27-30, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Cooperation; *Educational Theories; Higher Education; Integrated Activities; *Interdisciplinary Approach; Philosophy; *Writing Instruction

Identifiers-*Writing across the Curriculum

Theoretical thinking is needed to help establish writing across the curriculum as a real field and not just a passing fad. The metaphor of the Three Graces--Giving, Receiving, and Returning--suggests a procedure that could generate and sustain both theories and programs. English teachers usually give the initial impetus to cross-curricular programs; they must receive from their students and colleagues in other departments the feedback necessary for shared activity, and they must use the new knowledge gained from this feedback to return to enriched, active giving. And, as with the Graces, on-going processes must occasionally yield to product, to the comtemplation that will help generate the theory that actually perpetuates the whole process. Cross curricular theorizing comes in three forms: (1) "administrative theory," which considers how a cross-curricular writing program should organize itself; (2) "pedagogic theory," which asks specific questions about how writing will be taught; and (3) "speculative theory," which inquires into the two common denominators across fields--mental operations and language. Preliminary reflections on the verb "to be" yield insights not only about writing across the curriculum but about the structure of modern thought and culture. This new perspective is a fine completion, a graceful return, for teachers, students, and the intellectual community as a whole. (JL)

ED218665 CS207098

Business and Organizational Communication: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," January through June 1982 (Vol. 42 Nos. 7 through 12).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Pub Date 82
Note-8p.; Pages may be marginally legible.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrators; Annotated Bibliographies; Business; *Communication Research; *Communication Skills; Conflict; *Doctoral Dissertations; *Employment Interviews; Organizational Climate; *Organizational Communication; Organizational Effectiveness; *Organizations (Groups); Writing Skills

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 10 titles deal with the following topics: (1) the importance of written communication in business as viewed by executives in a metropolitan area, (2) communication processes and organizational structure as mechanisms of organizational control, (3) using the dimensionality reduction technique to measure organizational conflict, (4) modeling dyadic mode choice in organizations, (5) defensive and relational communication correlates of the termination interview, (6) organizational climate and externally imposed innovation, (7) organizational effectiveness, (8) alignment talk in the job interview, (9) burnout in a human services organization from the communication perspective, and (10) a comparison of the effectiveness and efficiency of communication strategies as stimulants

of horizontal communication among independent, interrelated organizational units. (FL)

ED218708 EA014715

Kay, Earl, Ed.; Stromberg, Rose Marie, Ed.

Outside Insight: Techniques for Building Better Understanding of Schools. Title IV-C: Community Involvement Strategies.

Macomb County Intermediate School District, Mount Clemens, Mich.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date 77
Note-186p.
Available from-Director of Communication Services, Macomb Intermediate School District, 44001 Garfield Road, Mt. Clemens, MI 48044 ($5.00).
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Advisory Committees; Citizen Participation; Community Education; *Community Involvement; Elementary Secondary Education; *Family School Relationship; *Outreach Programs; Parent Participation; *Parent School Relationship; Public Relations; School Attitudes; *School Community Programs; *School Community Relationship; School Support; Student School Relationship; Volunteers

Presented in this handbook are ideas for promoting community involvement in schools. Actually used in schools across the nation, the ideas included are intended to help school people both incorporate community members into their programs and improve school-community relations as the basis of school support. The ideas presented, called "case studies" or "cases," are either programs used by individual schools or districtwide programs that can be adapted for use by individual schools. The handbook is divided into four sections: (1) outreach into the community, (2) bringing community members into the school, (3) extending school services, and (4) special communication tools. The index (at the front of the book) divides the case studies into subsections, so that readers may find programs to suit their particular needs. The authors expect readers to adapt the ideas to their school's situation. For each entry presented the book lists the program's purpose, strategies and activities, results, recommendations and considerations, and time involved. Most cases include the address and name of a contact person. (Author/JM)

ED218728 EA014738

Hillman, Larry W.

School Desegregation: Past and Present.

Pub Date 81

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Black History; *Civil Rights; *Desegregation Litigation; *Educational History; Elementary Secondary Education; Equal Education; Federal Government; Federal Legislation; Higher Education; Magnet Schools; *Racial Segregation; Regional Attitudes; *School Desegregation; Social History

Identifiers-United States Presidents

This paper provides a review of the history of school desegregation efforts in the courts from the middle of the nineteenth century to the present. Early cases at both state and federal levels sanctioned the notion of "separate but equal" education. During the first half of the twentieth century the Supreme Court held that the existence of separate but equal higher education facilities did not ensure plaintiffs equal educational opportunities. In the 1954 Brown decision the Supreme Court found segregation unconstitutional and ordered dismantling of dual school systems "with all deliberate speed." Attempts by southern states to delay desegregation brought a second round of federal action, and in 1964 the federal government passed the Civil Rights Act. In northern states, desegregation efforts focused on distinctions between de facto and de jure segregation and on attempts to include suburban areas in urban desegregation planning. The acceptability of the magnet school as a desegregation tool has not yet been decided. The paper concludes with brief analyses of the efforts of the Eisenhower, Kennedy, Johnson, Nixon, Carter, and Reagan administrations to further school desegregation. (Author/PGD)

ED218748 EA014776

De Witt, Kilby A.

The Effects of Two Supervisory Focuses on Rating Classroom Situations Based on Six-Minute Videotape Segments.

Pub Date 3 Jun 81

Note-53p.; Paper presented at the Annual Meeting of the Canadian Association for the Study of Educational Administration (Halifax, Nova Scotia, Canada, June 1-4, 1981).

Available from-Not available separately; see EA 014 774.

Document Not Available from EDRS.

Descriptors-Administrator Attitudes; *Administrator Role; *Educational Theories; Elementary Secondary Education; Foreign Countries; Models; National Surveys; Principals; Research Proposals; *Student Teacher Relationship; Supervisors; Supervisory Methods; *Teacher Administrator Relationship; Teacher Attitudes; *Teacher Supervision; Videotape Recordings

Identifiers-Canada

Literature is reviewed and research is proposed on the supervision of teaching. The literature review on administrative theory in business and education reveals three periods of thought: a period when theories of supervision focused on the producer (the worker or teacher), a period when theories focused on the supervisor-producer relationship, and the present period when theorists stress the teaching process and the product (student behavior). At present, however, teaching supervision in practice concentrates on the teacher and the teaching process, instead of teacher-student interaction. A proposal is put forward to test an interaction-based supervision model. A preliminary survey established that the responding institutions did focus teaching evaluations chiefly on teacher characteristics and teaching styles and methods. The proposed study would survey teachers and supervising principals in 60 schools in Canada and the U.S. and student teachers in one Canadian and one U.S. university. Respondents would rate teachers shown in three videotapes, one videotape showing the teacher, one the students in the same classroom, and one both simultaneously. The research would determine the effects of supervisory focus, classroom efficiency, and the rater's role (principal, teacher, or student teacher) on the ratings. (RW)

Leon, Anibal; And Others

A Cross-Cultural Study of Teacher Autonomy.

Pub Date Mar 82

Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrative Organization; Analysis of Variance; Cluster Analysis; *Cross Cultural Studies; Elementary Secondary Education; Foreign Countries; Organizational Theories; Power Structure; Predictor Variables; *School Organization; Tables (Data); *Teacher Administrator Relationship; *Teacher Attitudes

Identifiers-Brazil; Jordan; System Coupling; *Teacher Autonomy; Teacher Autonomy Scale; United States; Venezuela

Elementary and secondary teachers in Brazil, Jordan, Venezuela, and the United States feel they have a fair amount of autonomy in running their own classrooms, somewhat less autonomy regarding certain miscellaneous job-related matters, and still less autonomy in matters affecting the operation of the school as an organization. The attitudes of a nonrandom sample of between 100 and 200 teachers from each of the countries were assessed using a modified version of the Teacher Autonomy Scale, a 39-item Likert-type questionnaire. The questions simulated job-oriented requests that a principal might make of teachers in areas that could be considered teacher territory, principal territory, and ambiguous territory. The data were analyzed using analysis of variance and cluster analysis techniques. Responses did not correlate significantly across several countries with any demographic variable except teacher sex--in Brazil, Jordan, and Venezuela female teachers felt less autonomous than did males. The study failed to support the hypothesis that societies with pluralistic systems of control would encourage looser coupling in school systems and permit greater teacher autonomy--teachers in the U.S. felt the least autonomy among those studied, perhaps because of the relative power of principals in decentralized school systems. (Author/PGD)

ED218788 EA014816

Melaragno, Ralph J.; And Others

Parents and Federal Education Programs. Volume 6: Title I. The Study of Parental Involvement.

System Development Corp., Santa Monica, Calif. Studies and Evaluation Dept.

Spons Agency-Department of Education, Washington, DC.

Report No-TM-6974/009/00

Pub Date Apr 81

Contract No-300-78-0437

Note-228p.; Some tables may reproduce poorly due to small print of original document. For related documents, see EA 014 811-817.

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Elementary Secondary Education; *Federal Programs; Governance; Instruction; Parent Education; *Parent Participation; *Parent Role; *Parent School Relationship; *Program Evaluation; School Community Relationship; School Support

Identifiers-*Elementary Secondary Education Act Title I

This sixth volume in a series of seven is part of a larger study of parental involvement in four federal programs in selected school districts across the country. Presented here are the results of an intensive examination of projects funded under Title I of the Elementary and Secondary Education Act. Site studies of Title I projects yielded data on the five ways parents could participate in the programs--through governance, instruction, parent education, school support, and community-school relations. The researchers found that almost all parental involvement in project governance occurred through district and school advisory councils, though these councils had little involvement in project decision-making. Parent aides served at most projects and were well integrated into teaching activities in Title I classrooms. However, the aides did not participate in decision-making about instruction. Parent education and community relations activities were widespread. However, school support activities occurred infrequently and were not considered a major component of the program. The study concluded that high levels of parental involvement in Title I projects produced valuable outcomes, and that obstacles to such involvement could be overcome. (Author/WD)

ED218808 EA014879

Wright, Loretta

The Condition of Education, Part 2. 1982 Edition. NCES Programs and Plans.

National Center for Education Statistics (ED), Washington, DC.
Pub Date 82
Note-42p.; For related documents, see ED 155 811-812, ED 172 446-447, ED 188 304, ED 189 687, ED 207 186, ED 208 480, and EA 014 878.
Available from-Superintendent of Documents, Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00134-9; $4.50).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education; Educational Resources; Elementary Secondary Education; Higher Education; Information Dissemination; Longitudinal Studies; National Surveys; *Program Descriptions; *Statistical Analysis; Tables (Data); Technical Assistance; Vocational Education
Identifiers-*National Center for Education Statistics

Forming part 2 of the eighth annual report on the condition of education in the United States, this publication describes the programs and activities of the National Center for Education Statistics. Both current and projected programs are discussed in order to provide educators and policy makers some insight into the services offered by the Center. The report is divided into eight sections that include an introduction and information on projects involving elementary/secondary education, higher education, adult and vocational education, national longitudinal studies, learning resources, information dissemination services, and state technical assistance. The Center's 1983 program will concentrate on maintaining five databases on public and private schools at different levels, analyzing data from the Center's longitudinal studies, administering surveys on current policy issues, and operating the Statistical Information Office, which provides comprehensive information services to Congress, the states, and the general public. (Author/WD)

ED218852 EC143114

Algozzine, Bob; Ysseldyke, James

Learning Disabilities as a Subset of School Failure: The Oversophistication of a Concept.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Report No-IRLD-RR-69

Pub Date Mar 82

Contract No-300-80-0622

Note-30p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement; *Classification; *Definitions; Elementary Education; *Learning Disabilities

Identifiers-Discrepancy Measure

Psychometric test performances of two groups of school children were analyzed: 80 fourth graders, 40 of whom had been identified by their school district as learning disabled (LD); and 51 children referred for "possible LD placement" and diagnosed LD or not LD by school district personnel applying a severe discrepancy criteria. Results of the Wechsler Intelligence Scale for Children-Revised (WISC-R), Peabody Individual Achievement Test (PIAT), Behavior Problem Checklist, and Bender Visual-Motor Gestalt Test revealed few differences other than on selected achievement scores. Many of the LD children did not meet federal definition guidelines; many low achieving children were "LD" by these same decision rules. It was concluded that reliance on unspecified degrees of discrepancy between ability and achievement is deceiving and may be ill-founded as a basis for determining a separate category of children to receive special education services. (CL)

Lichtenstein, Robert
Validity of Preschool Screening Procedures: Research with the Minneapolis Preschool Screening Instrument.

Pub Date Apr 82
Note-32p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session W-21). The MPSI (Minneapolis Preschool Screening Instrument) the author refers to in this paper is available through the Minneapolis Public Schools/Prescriptive Instruction Center, 254 Upton Ave., South, Minneapolis, MN 55455 (MPSI test kit $35.00; MPSI Response forms $3.50 package of 30).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Disabilities; Preschool Education; *Screening Tests; *Test Construction; Test Reliability; Test Validity
Identifiers-*Minneapolis Preschool Screening Instrument

The paper describes development of the Minneapolis Preschool Screening Instrument (MPSI), a measure for identifying children needing preschool intervention. The measure was designed to be brief to administer, inexpensive and simple enough so that both professionals and nonprofessionals could quickly learn administration and scoring. A psychoeducational focus was taken in devising developmental tasks to measure cognitive, fine motor, language, memory, and perceptual functioning. Eleven subtests were designed: Building, Copying Shapes, Information, Matching, Sentence, Completion, Hopping and Balancing, Naming Colors, Counting, Prepositions, Identifying Body Parts, and Repeating Sentences. Research to test MPSI reliability and validity included comparisons with Developmental Indicators for the Assessment of Learning. A followup study revealed the MPSI failed to identify some children who were rated as having moderate to severe problems in kindergarten and many children with only mild problems. (SB)

ED218958 FL013050

Chambers, J. K.

Geolinguistics of a Variable Rule. Discussion Papers in Geolinguistics 5.

North Staffordshire Polytechnic (England). Dept. of Geography and Sociology.

Pub Date 82

Note-25p.

Available from-North Staffordshire Polytechnic, Department of Geography and Sociology, Stafford, ST18 0AD, United Kingdom ($2.50).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-English; Language Research; *Language Variation; Males; Morphemes; Older Adults; *Phonology; *Regional Dialects; Rural Areas; Sociolinguistics

Identifiers-England; *Geolinguistics; *Variable Rules

In order to help explain language variation and promote an understanding of spatial networks and diffusion patterns, data from the records of the Survey of English Dialects (SED) are analyzed with respect to geolinguistics. The data include all recorded instances of words with morpheme-final consonant clusters for all 75 interviews with older adult males made by the SED on the Isle of Man and in six northern countries of England. A variable rule for interpreting the data is analyzed, with a distinction drawn between the most restricted (or least general) version of the rule and the less restricted (or more general) versions. As these refinements of the linguistic analysis are mapped onto a spatial representation, a geographic correlate of the phonological analysis emerges: speakers with the more restricted versions of the rule tend to cluster together in areas which are bounded by the areas in which speakers with the more general versions of the rule are located. Attention is directed to the tendency to simplify morpheme-final consonant clusters in words (e.g., fist, post, bind, and thousand) so that they sometimes occur in speech as (fis', pos', bin', and thousan'). All speakers exhibited a tendency to simplify the final clusters. The phonological rule that underlies the linguistic behavior is examined. (SW)

ED218979 FL013096

Blackwell, Margaret; Smith, Sondra Marshall

English as a Second Language for Adults: English for Work.

British Columbia Dept. of Education, Victoria.

Pub Date 82

Note-337p.

Available from-Publication Services Branch, Ministry of Education, 878 Viewfield Road, Victoria, B. C., Canada V9A 4V1 ($10.00 in Canada, $20.00 outside Canada plus handling).

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-*Adults; Curriculum Guides; *Employment; *English (Second Language); Immigrants; *Learning Modules; Postsecondary Education; Refugees; *Second Language Instruction

This guide develops aspects of the worker role and focuses on the situations that arise and language skills that are needed when a person is seeking a job and functioning on a job. The guide is modular in form and provides sample lesson materials and procedures for three levels of language proficiency. The introductory material gives the philosophy and goals of the course, some notes on general competence in English, definitions of proficiency levels, notes on features of the guide and its use, and a list of resources. There are 15 modules which are not intended to be followed sequentially, but selectively. Each module contains an overview of the lesson, language components of the situation, lessons for the three levels, references and notes for the teacher, and evaluation and testing suggestions. (AMH)

ED218457 CE032161

Conti, Gary J.

Texas ABE in the 1980's: Goals and Strategies for the Future. Conference Report (College Station, Texas, January 6-8, 1982).

Texas A and M Univ., College Station. Coll. of Education.

Pub Date 82

Note-41p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Attitudes; *Adult Basic Education; Change Strategies; Educational Finance; Educational Legislation; *Educational Needs; *Educational Objectives; Educational Planning; *Educational Strategies; Educational Trends; Financial Support; *Futures (of Society); Needs Assessment; Postsecondary Education; Program Development; State Legislation; State Programs; *Statewide Planning; Teacher Attitudes

Identifiers-*Texas

A 3-day conference was held to generate the goals for Adult Basic Education (ABE) in Texas for the remainder of the decade, to examine barriers to and bridges for accomplishing these goals, and to propose strategies for implementing these goals. During the conference, 19 participants (including directors, supervisors, teachers, university faculty members, a counselor, and state agency staff) prioritized their desired goals for Texas ABE in the 1980s. These goals included the following: clarifying and promoting the role, scope, and function of ABE; developing and expanding cooperative linkages; initiating additional legislative action for promoting and supporting ABE; establishing permanent funding sources for adult education; and establishing guidelines for the efficient and equitable allocation and distribution of funds. Following an analysis of the barriers to and bridges for accomplishing these goals, conference participants formulated strategies for implementing the goals. Included among these strategies were the following: developing an image statement for ABE, actively involving educators in the lobbying process, placing legislative requests on a personal basis, developing diverse strategies for linking with various groups and considering the ramifications of each linkage on the entire adult education system, and developing goals that are mutually acceptable to target group learners and adult educators. (MN)

ED218496 CE033136

Beatty, Paulette T.; And Others

Determining Where Information Can Be Found. An Introduction to Needs Assessment. Special Community Service and Continuing Education Project. Final Report.

Texas A and M Univ., College Station. Coll. of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date [81]
Grant-G007904214
Note-24p.; For related documents see CE 033 133-139.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Education; *Data Collection; Definitions; Educational Needs; Guidelines; *Information Seeking; *Information Sources; *Needs Assessment; Research Design; *Research Methodology; Research Tools; Resource Materials; Search Strategies
Identifiers-Printed Materials; Target Populations

One of a series of instructional booklets designed to introduce adult education program planners to the basic concepts integral to and alternative strategies for conducting needs assessments, this instructional booklet deals with determining where to find information for use in conducting needs assessments. Described first is the relationship of the process of determining where information can be found to the entire needs assessment process. Next concepts and processes are set forth for locating representative authority groups from institutions and associations as well as independent individual authorities. Following a discussion of the concept of target population, basic steps are provided for identifying and describing a representative sample of the target population for a needs assessment. Examined next are the basic types of printed information as well as their accessibility in relation to given needs assessment undertakings. (MN)

ED218516 CE033187

Domeck, Anne, Ed.; Konar, Art, Ed.

Lifelong Career Development for Individuals with Disabilities: A Resource Guide. Cerebral Palsy, Epilepsy, Hearing, Mental, Orthopedic, Visual.

Missouri Univ., Columbia. Coll. of Education.
Spons Agency-Special Education Programs (ED/OSERS), Washington, DC. Div. of Educational Services.
Pub Date Jan 82
Grant-G007801844
Note-553p.; For a related document see CE 033 186.

EDRS Price - MF02/PC23 Plus Postage.
Descriptors-Advocacy; Annotated Bibliographies; *Career Choice; *Career Development; Career Education; Cerebral Palsy; *Daily Living Skills; Definitions; *Disabilities; Epilepsy; Federal Legislation; Financial Support; Hearing Impairments; Individual Needs; *Interpersonal Competence; *Lifelong Learning; Mental Disorders; Mental Retardation; Models; Occupational Information; Physical Disabilities; Postsecondary Education; Problem Solving; Program Descriptions; Records (Forms); Resource Materials; Resources; Two Year Colleges; Visual Impairments; Vocational Adjustment
Identifiers-*Lifelong Career Development Model

This resource guide, which was developed during the Lifelong Career Development (LCD) Project, provides information and resources of interest to handicapped people, their families, professionals, and others concerned with disability-related issues. (Designed for implementation at the community college level, the LCD model provides a competency-based approach to meeting the career development needs of disabled persons and provides for a greater effort at networking or linking together services.) The guide is organized into five parts which are further subdivided into 35 chapters. Dealt with in the five parts are the following topics: general information on disabilities (career development, medical aspects, myths, attitudes, and instructional and counseling techniques); daily living skills; personal/social skills; vocational/occupational resources; and related resources (parents/family, advocacy, legislation, program funding, national organizations and resources, and bibliographies). In addition to containing general information on disabilities, the guide provides specific information on different disability groups, including handicapped general, cerebral palsy, epilepsy, hearing impairment, mental retardation, orthopedic handicaps, and visual impairment. (MN)

ED218583 CS006714

Duffy, Gerald; Anderson, Linda

Conceptions of Reading Project. Final Report.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-IRT-RS-111
Pub Date May 82
Contract No-400-81-0014
Note-99p.; Several pages in Appendix are marginally legible.
Available from-The Institute for Research on Teaching, 252 Erickson Hall, Michigan State University, East Lansing, MI 48824 ($5.00).
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Classroom Observation Techniques; *Classroom Techniques; Elementary Education; Field Studies; *Learning Theories; Program Descriptions; Reading Achievement; *Reading Instruction; *Reading Research; *Student Teacher Relationship; *Teacher Attitudes; Teacher Characteristics
Identifiers-Reading Concepts; *Theory Practice Relationship

A 4-year project, Conceptions of Reading, was established to provide information about how teachers use reading theories and models and other conceptions as they plan and carry out reading instruction. The nature of the methodology dictated that the over-all goal of the project be to characterize how teachers think about reading and their reading instruction. The first year of the project focused on conceptualizing the scope of the project and developing the variety of measures that would identify teachers' conceptions of reading. Years 2 and 3 involved field studies in which 23 teachers were observed and interviewed to determine their conceptions and practice of reading instruction. In the fourth year, three teachers who were experiencing some contextual change were observed to determine effects of the change on conceptions and practice. The collected data suggest that a teacher's conception of reading is not a static set of beliefs regarding what reading is and how it should be presented but is, rather, a "free-floating" element that has little meaning until it is filtered through the teacher's conceptions about the classroom as a social unit and applied to a specific teaching context. (HOD)

ED218687 CS503887

Stegman, John D.

Advocacy in the Public Forum: The Pro/Con Program at Ohio State.

Pub Date Apr 82
Note-19p.; Paper presented at the Annual Meeting of the Central States Speech Association (April 15-17, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Audience Participation; Community Benefits; *Debate; *Program Content; *School Community Relationship; Speech Communication
Identifiers-Ohio State University

The Pro/Con Campus Debate and Community Forum program at The Ohio State University serves the educational mission of the department of communication and contributes to the intellectual life of the student body and the larger community by emphasizing the needs of the audience.

Eschewing jargon and rhetorical tricks, the program encourages the students to provide their several audiences with both sides of a controversial issue in understandable and argumentative communication. Four 7-minute speeches, two pro and two con, are followed by a 3-minute cross examination by the other side. A 20-minute questioning period encourages free audience participation. Topics for the student debates and the community forums with outside speakers are chosen with the object of education for the student audience. To help create acceptance and long term recognition, a symbol and logo were created for use on all program materials. Costs of the program are minimal, usually under $100.00 per event. Although there are no winners in the traditional sense, the audience, which is surveyed before and after each debate, is the real beneficiary. (Appendixes include examples of graphics, sample formats, and an audience questionnaire.) (JL)

ED218997 HE015197

Cox, Virginia B.; Khoury, Bernard V.

Report on the Council of Graduate Schools-Graduate Record Examinations Board 1981-82 Survey of Graduate Enrollment, Part II, June 1982.

Council of Graduate Schools in the U.S., Washington, D.C.; Graduate Record Examinations Board, Princeton, N.J.

Pub Date Jun 82

Note-20p.; Also issued as "CGS Communicator Special Report, Volume XV, No. 6, August 1982."

Available from-Graduate Record Examinations Board, Princeton, NJ 08541.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Doctoral Degrees; *Enrollment Trends; Fellowships; Females; Foreign Students; *Graduate Students; Higher Education; Intellectual Disciplines; *Majors (Students); Males; *Masters Degrees; Minority Groups; Postdoctoral Education; Private Colleges; Research Assistants; School Surveys; State Colleges; Teaching Assistants

Results of the Council of Graduate Schools-Graduate Record Examinations Board 1981-1982 Survey of Graduate Enrollment, Part II are presented, based on usable responses from 299 institutions. The survey findings provide information about changes in the pattern of graduate school enrollment and allow comparisons between public and private institutions, between institutions offering the master's or Ph.D. as the highest degree, and among six major discipline areas. Overall graduate school enrollment increased in the social sciences, physical sciences, and engineering between the 1980-1981 and 1981-1982 academic years, while slight decreases occurred in humanities and biological sciences, with education reporting the largest decrease. A similar trend is noted in first-time enrollments. Enrollment of women at graduate schools showed little change, while the enrollment of Hispanic, American Indian, and Asian American students increased, and the enrollment of blacks significantly decreased. Enrollment of foreign students continued to increase at graduate schools. Fellowships decreased in all disciplines except humanities, teaching assistants increased in all disciplines, and research assistants decreased in all disciplines except engineering. Master's degrees awarded increased in the social sciences, physical sciences, and engineering, while doctoral degrees awarded increased in education, engineering, and biological sciences. The total number of Doctor of Arts degrees showed an overall decrease, although the number of post-doctoral students increased at both public and private Ph.D.-granting institutions. Additionally, the proportion of first-time, graduate enrollment classified as part-time decreased slightly. (SW)

ED218436 CE031873

Smith, Paul

The Development of a Taxonomy of the Life Skills Required to Become a Balanced Self-Determined Person = Essaie de Classification des Competences Necessaires pour Devenir une Personne Autonome et Bien Equilibree.

Canada Employment and Immigration Commission, Ottawa (Ontario). Occupational and Career Analysis and Development Branch.

Pub Date 81

Note-131p.; Not available in paper copy due to light, broken print.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives; Cognitive Processes; Competence; *Coping; Critical Thinking; *Daily Living Skills; Decision Making; Human Relations; *Interpersonal Competence; *Problem Solving; *Self Control; *Self Determination; Skill Development

Identifiers-Goal Setting

Intended for use by life skills coaches and students, program evaluators, and individuals developing lesson plans and other training materials, this taxonomy includes all of the terminal performance behaviors and corresponding sub-skills required to become and function as a balanced, self-determined person who manages the problems of everyday life through the discriminating use of a repertoire of problem-solving skills. Following a sketch of recent advances in life skills research, the development and applications of the taxonomy are outlined. Next, 222 skills are grouped according to 17 complexes, each of which contains listings of component elementary skills. In the following chapter the 17 complex skills are grouped into the 4 very complex skill categories of human relations, problem solving, critical thinking, and management of personal affairs. Discussed next are management and intervening factors as well as coping skills. Appended to the taxonomy are the hierarchical and cumulative sequencing of the 222 life skills as well as a 34-item bibliography. A complete version of this text in French is attached. (MN)

ED218476 CE032836

Ansbro, Thomas M.

An Overview of the Naval Enlisted Professional Development Information System (NEPDIS). Focus on the Trained Person.

Naval Training Analysis and Evaluation Group, Orlando, Fla.
Report No-TAEG-TR-122
Pub Date Apr 82
Note-37p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Development; *Enlisted Personnel; Information Services; *Information Systems; Information Utilization; Job Analysis; *Military Training; Occupational Information; On the Job Training; Personnel Management; Postsecondary Education; Professional Development; *Staff Development; *Systems Development; Task Analysis
Identifiers-Navy

This is the first in a series of reports describing the origin, development, and applications of the Naval Enlisted Professional Development Information System (NEPDIS). The NEPDIS was designed to be a fully computerized information assembly and analysis system that would eventually support manpower, personnel, and training management. This report provides an overview of the NEPDIS. It describes NEPDIS subsystems, summarizes the current status of the system and ongoing developments, and treats a projected application of the NEPDIS concept to a model for Navy enlisted career planning. The NEPDIS system includes an occupational data base and a computer-assisted method to perform the job/task/skill analysis. It is composed of five major subsystems which include seven files. These subsystems and files include the Training Development Subsystem (Training Development and Management File, Task Inventory File); the Instructional Subsystem (Instructional Program File, Training Materials and Literature File); the Training Record and Evaluation Subsystem (Training and Education File, Training Evaluation File); the Career Development Subsystem (Career Ladder File); and the Audit Subsystem. Of these subsystems and files, only the Task Inventory File is fully operational, while the remaining subsystems are at various stages of conceptual or computer software development. (Author/KC)

ED218603 CS006750

Rabin, Jeffrey L.; Zecker, Steven G.

Phonemic Code Dependence Varies with Previous Exposure to Words.

Pub Date Apr 82

Note-7p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (53rd, Baltimore, MD, April 15-18, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes; Higher Education; Language Research; *Learning Theories; *Phonemes; *Reading Comprehension; *Reading Research

Reading researchers and theorists are sharply divided as to how meaning is obtained from the printed word. Three current explanations are that (1) meaning is accessed directly, without any intermediate processes; (2) meaning is accessed only through an intermediate phonemic stage; and (3) both direct access and phonemic mediation can occur. To examine these alternative explanations, 24 college students were asked to make judgments about the "meaningfulness" of short phrases. Half of the phrases they saw were meaningful (potato chip), while the remaining half were nonmeaningful. These nonmeaningful phrases were divided into those that were meaningful when pronounced (income tacks) and those that did not sound meaningful (potato ship). The results demonstrated that the students were using a phonemic code in making decisions about the meaningfulness of the phrases. Both longer reaction times and higher error rates on the first exposure to nonmeaningful phrases that sounded meaningful indicated that such a code was being employed and that the code was interfering with meaningfulness decisions. (FL)

ED218624 CS206991

Smith, Ruth B.; And Others

Social Effects of Mass Media Advertising on the Elderly.

Spons Agency-Georgia State Univ., Atlanta.

Pub Date Jul 82

Note-34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Advertising; *Attitudes; Consumer Economics; Females; Influences; Males; *Media Research; *Older Adults; Sex Role; Television Commercials

A study examined the effects of media advertising on the elderly to determine whether they use the media to help combat social disengagement, whether they perceived the elderly as positively portrayed in advertising, whether they perceive their role as consumer as declining, whether television advertising reinforced sex roles, and whether the ability to filter out puffery in advertising was negatively related with age. The sample consisted of 317 noninstitutionalized persons, over 55 years of age, who completed a self-administered questionnaire. The results indicated a positive correlation between reliance on mass media advertising for consumer information and age. There was a negative correlation between the elderly's perception of old people and exposure to advertising, suggesting that the elderly are negatively stereotyped in advertising. In addition, advertising exposure was significantly correlated with traditional sex role perceptions. The elderly's perception of consumer role was negatively related to age. Finally, the results indicated that the ability to differentiate between factual claims and evaluative claims diminished with age. (HTH)

ED218829 EC142787

Hall, Lynda K.; Day, Jeanne D.

A Comparison of the Zone of Proximal Development in Learning Disabled, Mentally Retarded, and Normal Children.

Pub Date Mar 82

Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982). Print is poor in parts.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Learning; *Learning Disabilities; *Mild Mental Retardation; Primary Education; *Transfer of Training

Sixty-five learning disabled (LD), educable mentally retarded (EMR), and normal second graders were compared on their ability to profit from instruction on a balance scale task and on their ability to transfer their learning to two new tasks. During individual training, the retarded group required an average of 9.8 hints, the LD group an average of 9.3, and the normal group an average of 6.8 hints. Differences on the transfer task were significant between the EMR and normal Ss and approached significance between the EMR and LD Ss. Two groups of children did not exhibit consistent learning/transfer profiles: Ss who learned quickly but did not transfer well (context bound); and Ss who learned slowly but were able to transfer well (reflective). The authors concluded that measures of the ability to transfer information appears to be the most sensitive indicator of differences between LD and EMR children. (CL)

ED218874 EC143139

Wadsworth, Ann Jackson

The Treatment Contract with Parents of Emotionally Disturbed Children.

Pub Date Apr 82

Note-19p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (59th, San Francisco, CA, March 29-April 3, 1982).

Available from-Bellevue Psychiatric Hospital, Ann Jackson Wadsworth, 30th St. and 1st Ave., New York, NY 10016.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Contracts; Cooperation; *Emotional Disturbances; Parent Attitudes; *Parent Participation; *Psychiatric Services; *Therapy

Contracting, the process of engaging one or both parents in the delivery of psychiatric services to the child, is an essential condition for successful treatment and parental collaboration around management of the emotionally disturbed child. There are three components of the treatment contract: emotional, cognitive, and practical support. Common problems in establishing the contract include the parents' own psychopathology and emotional turbulence and the professonals' own reaction to the perceived negative presentation of parents. Case examples illustrate problems encountered with parents and the factors of the treatment contract. (SB)

ED218922 FL012807

Alderman, Donald L; Holland, Paul W.

Item Performance Across Native Language Groups on the Test of English as a Foreign Language. TOEFL Research Reports, 9.

Educational Testing Service, Princeton, N.J.

Report No-ETS-RR-81-16

Pub Date 81

Note-149p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Comparative Testing; *English (Second Language); Factor Analysis; Foreign Students; *Language Proficiency; Postsecondary Education; *Reading Tests; Statistical Data; *Test Validity

Identifiers-*Test of English as a Foreign Language

The Test of English as a Foreign Language (TOEFL) was examined for instances in which the item performance of examinees with comparable scores differed according to their native languages. A chi-square procedure, sensitive to deviations of less than ten percent from the expected frequencies of correct item responses across several language groups, revealed significant differences on seven-eighths of the TOEFL items. Reviewers familiar with particular languages could attribute the relative advantage or disadvantage of those language groups on a specific item to linguistic similarities or dissimilarities with the English language. Reviewers could not, however, identify which items would exhibit differential performance across groups based upon inspection of a test form and answer key alone. These findings suggest that examinees' performance on given items in a test of proficiency in a second language will vary according to linguistic contrasts with their native language and that statistical procedures will be necessary for identifying items with exaggerated or unexplained differences across language groups. Four appendices provide a large number of statistical tables and graphs. (Author/AMH)

ED218940 FL013000

Haugh, Rita; And Others

The Indiana Routing System: A PLATO Curricular Tool for Teachers.

Illinois Univ., Urbana. Language Learning Lab.

Pub Date 81

Note-6p.

Available from-Not available separately, see FL 012 990.

Document Not Available from EDRS.

Descriptors-College English; *Computer Assisted Instruction; *Computer Managed Instruction; Curriculum Design; Higher Education; *Instructional Design; Journalism Education; Student Needs; *Study Skills; Teaching Methods; *Writing (Composition)

Identifiers-*Indiana Routing System; Indiana University Bloomington; *PLATO IV

A new curricular router created to be more flexible, more user-oriented, and use less computer memory was developed in 1979. Although initially called the "Indiana Routing System" (TIRS), it has been renamed the "Indiana Manager of PLATO-Assisted Curricula." This new router permits any mixture of the instructional strategies of topic sequences, free indexes, and criterion-based instruction. In using the router, instructors proceed through the following tasks: choosing the topics, ordering them, deciding whether topics are elective or required, specifying the number of questions to be given on the pretest and posttest, establishing the passing score on the pretest, assigning the computer assisted curriculum to students, and examining student performance data. It is possible to develop a different curriculum for each student or for small groups of students. Curricular applications of the router in Indiana University's English Department have so far been confined to sections of special basic English skills composition classes, in which it complements and often supplements classroom activities or provides additional exercise in prerequisite skills. A similar application is found in the university's Learning and Study Skills Center, which provides short classes and tutorial help to develop student classroom and study skills such as notetaking, reading, and writing. All nine class sections of the journalism class, Writing for Mass Media, are using the routing system, which also can be used by instructors of any subject. (SW)

ED218560 CG016060

Promising Practices: Criteria for Excellence in Guidance and Counseling.
Alaska State Dept. of Education, Juneau.
Pub Date 81
Note-10p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Role; *Counseling Effectiveness; Counseling Objectives; *Counseling Services; Counselor Performance; Educational Resources; Elementary Secondary Education; *Evaluation Criteria; *Program Evaluation; *Pupil Personnel Services; *School Counseling; School Counselors

This program assessment instrument, developed for use by administrators, professional counseling staff members, and community representatives, is designed to assess guidance and counseling programs and to provide an informational basis for establishing goals. The instrument is presented as a useful tool for validating exemplary programs, conducting self-appraisals, developing long-range goals, planning inservice training, planning and evaluating federal programs, and disseminating information. The instrument's criteria rating items are delineated in terms of philosophy, leadership, program, personnel, resources and evaluation. The complete assessment instrument is provided for the reader in this document. (JAC)

ED218645 CS207067

Hodges, Richard E.

Improving Spelling and Vocabulary in the Secondary School. Theory & Research into Practice (TRIP).

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date 82

Contract No-400-78-0026

Note-59p.

Available from-National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 46627, $4.00 non-member, $3.50 member).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Etymology; *Language Research; *Learning Theories; *Orthographic Symbols; Secondary Education; Spelling; *Spelling Instruction; Teaching Guides; *Vocabulary Development

Identifiers-*Theory Practice Relationship

Drawing upon research into the nature of the English writing system and about the development of spelling ability, this booklet presents an approach to improving spelling and vocabulary at the secondary school level based on a knowledge of the fabric of the language itself. The first section of the booklet reviews theory and research concerning the structure of English orthography, how people learn to spell, and orthographic implications for instruction. The second section explores word forms and letter constraints and the relationships between and among words, and discusses how new words enter the language and the importance of using a dictionary while proofreading to ensure correct spelling and consequently correct meaning. The booklet concludes with a selected bibliography for teachers and students. (HTH)

ED218666 CS207111

Hoffman, Steve

Learning Behavior in Focus: Student Journals in the Study Skills Classroom.

Pub Date [82]
Note-11p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Assignments; College Students; Higher Education; Learning Activities; Perception; *Self Evaluation (Individuals); *Student Adjustment; Student Behavior; *Study Skills; Teaching Methods; *Writing (Composition)
Identifiers-*Student Journals

Students in a study skills class at City University of New York keep a journal as a regular record of the process of their learning to be college students: studying, attending classes and lectures, taking notes, navigating textbooks, and preparing for tests. They make four entries per week, one for each class, each focusing on detailed, concrete observations about their behaviors and that of other students in the classroom. Gradually, they learn to use the journals to address specific problems that they have, such as paying attention in class, and begin to develop insight into the causes of their difficulties. Every four or five weeks, they are given an additional essay assignment, a journal summary, to help them get a perspective on their habits and patterns of behavior as students. These assignments bring together two traditional polarities of a study skills course: a concern with clarifying and improving students' attitudes toward their work and a desire to teach practical skills such as note-taking, using a text, or preparing for and taking tests. Journal writing gives students an opportunity for self-study, reflection, and class discussion that can develop a self-awareness about the learning process. (HTH)

ED218729 EA014739

Duttweiler, Robert W.

Job Sharing: An Alternative to Traditional Employment Patterns.

Pub Date [82]

Note-22p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Costs; *Employee Attitudes; *Employer Attitudes; Flexible Working Hours; Job Development; Job Layoff; *Part Time Employment; *Productivity; Unions

Identifiers-*Job Sharing

Taking the view that job sharing is a positive alternative for workers and employers, this article defines job sharing in broad terms and describes its evolution from the Fair Labor Standards Act of 1938 to the present. The advantages, such as increased productivity, are felt to be impressive, but disadvantages also exist, including significant cost increases to employers and lack of support from management, unions, and the federal government. However, federal and state interest is increasing, especially because of the high unemployment problem and current recession. California's Work Sharing Unemployment Insurance program, which allows payment of partial benefits to work sharers, has resulted in more people working and less money being expended for unemployment compensation. Other experimental programs have been successfully implemented in the public and private sectors. As employers become the initiating force behind job sharing, it will become firmly established in both male and female occupations. Problems to be worked out before that occurs include consideration of salary advancement and career promotion, greater attention given to accurate job descriptions and performance evaluation, and identification of the kinds of jobs that can be shared. (Author/WD)

ED218809 EA014880

Nehrt, Roy C.

Public Elementary and Secondary Education in the United States, 1979-80: A Statistical Compendium.

National Center for Education Statistics (ED), Washington, DC.
Pub Date Apr 82
Note-222p.
EDRS Price [illegible]MF01/PC09 Plus Postage.
Descriptors-Administrators; Capital Outlay (for Fixed Assets); Educational Finance; Elementary Secondary Education; *Enrollment; Expenditure Per Student; Graphs; *Income; *Institutional Characteristics; Operating Expenses; Public Schools; School Districts; *School District Spending; *School Personnel; *School Statistics; State Surveys; Student Teacher Ratio; Tables (Data); Teachers
Identifiers-Percentile Ranking

For each of the 50 states and the District of Columbia, this document provides two pages of tables and graphs, with data on 49 variables related to institutional, pupil, staff, and financial aspects of public elementary and secondary education. An introductory section explains that the data came from local education agencies (LEAs) and were aggregated at the state level. This section also discusses the relationship of LEAs' current expenditures to capital outlays and to expenditures made for LEAs by other agencies. Definitions of the variables are presented in a glossary. Among the data for 1979-80 included in the tables are the number of elementary, middle, secondary, vocational-technical, and other schools; average daily attendance and number of pupils transported daily; number of teachers, administrators, and other employees; pupil-teacher ratio; revenues from local, state, and federal sources; expenditures by LEAs and other agencies, broken down by type of expenses; and expenditures and revenue per pupil. For 18 of the variables, data are given for both 1978-79 and 1979-80, and each variable's 1979-80 national percentile ranking is shown on a graph. (RW)

ED218853 EC143115

Shinn, Mark R.; And Others

A Comparison of Psychometric and Functional Differences Between Students Labeled Learning Disabled and Low Achieving.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Report No-IRLD-RR-71

Pub Date Mar 82

Contract No-300-80-0622

Note-47p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement; Classification; Eligibility; Intermediate Grades; *Learning; *Learning Disabilities; Reading; *Referral; Spelling; *Underachievement; Writing (Composition)

Functional measures of reading, spelling, and writing were administered weekly over a 5 week period to 71 fifth grade students. Although 34 of these students had been identified as learning disabled (LD) by their schools and 37 were low achievers who had not been identified as LD, no meaningful differences had been found between their performances on several commonly used norm referenced devices. Examination of the students' weekly performance on the functional measures revealed both significant and practical differences in performance on the measures of reading and spelling; no differences were found in rates of learning on these measures. Interpretation of findings on writing were inconclusive due to low reliabilities of the measure. In general, the results were in support of the hypothesis that teachers' referral decisions are based on what they observe students doing in the classroom, and that eligibility decisions following a referral may reflect a confirmatory/superstitious process. The implications of the findings for the classification of students as LD and for current practice are discussed. (Author)

ED218899 EC143164

Adams, William H.; Bielicki, Raymond J.

Transitional Preparation and Development for Vocational Training of the Emotionally Handicapped--A Validated Program.

Pub Date 14 Apr 82

Note-10p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session W-35).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Modification; *Emotional Disturbances; Individualized Education Programs; Mainstreaming; *Nontraditional Education; Program Descriptions; Secondary Education; Teamwork; *Vocational Education

Identifiers-New Jersey

An alternative educational program, ADVANCE (Alternative Design for Vocational and Necessary Cognitive Education), was developed for emotionally disturbed secondary school students in New Jersey. To develop and modify social behaviors needed to complete academic and vocational training to facilitate a return to the mainstream of secondary educational programs, the program incorporates a behavior modification management program. Lessons are planned on a weekly basis according to the goals of each student's individualized education program. Critical elements of the program's transitional process include: preshop orientation through a prevocational program, behavioral match of student to program, vocational assessment of aptitude and interest, joint staff support, allowance for regression, and tracking in the mainstreamed environment through Child Study Team services. The program represents a successful model to address the unique difficulties presented by the emotionally disturbed within the traditional educational setting. (SB)

Le Bow, M. Denise

Foreign Language Weekend Camp Administrative Guidelines.

Pub Date Aug 75
Note-50p.; Some broken type.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Group Activities; Learning Activities; *Orientation; Physical Activities; *Program Administration; Program Costs; Program Evaluation; Records (Forms); *Resident Camp Programs; Secondary Education; *Second Language Programs; *Staff Role; *Weekend Programs

A procedure for undertaking a foreign language weekend camp is presented. Responsibilities before and after the camp are identified for the foreign language council, the administrators in charge of the camp program for each language, the camp director, participating teachers, and assistants. It is suggested that a minimum of three planning meetings is necessary to organize a successful foreign language weekend camp (i.e., one meeting 6 weeks before camp, another 3 weeks before camp, and another the same week as camp). The agendas for each meeting are outlined, along with a suggested schedule of activities for the camp. Specific physical, social, and practical activities are identified. Information is included on equipment and materials to take to camp and instructions for registration forms. Specific forms are included (permission to participate, notification of insurance, waiver of claims, and health and medication information). In addition, a language camp evaluation form and a sample form for completing a budget are appended. Information needed to orient senior and junior high school students to the foreign language camps is outlined as follows: objectives of the camp, what to take to camp, activities, rules and regulations, state park regulations, materials students will receive before camp and at camp, camp expectations, and the evaluation of the foreign language camp experience. (SW)

ED218980 FL013097

Trites, R. L.; Price, M. A.

Assessment of Readiness for Primary French Immersion: Grade One Follow-Up Assessment.

Ontario Dept. of Education, Toronto.
Report No-ISBN-9-7743-5348-1
Pub Date 80
Note-337p.; For related documents, see ED 159 931 and ED 188 443.
Available from-Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario, Canada M7A 1L2 ($6.00).
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-Academic Achievement; Achievement Rating; Aptitude Tests; Educational Research; Family Characteristics; Fles; Foreign Countries; French; *Grade 1; *Immersion Programs; Kindergarten Children; *Learning Readiness; Parent Background; *Predictive Validity; *Predictor Variables; *Preschool Tests; Primary Education; Young Children
Identifiers-Canada; *Early Identification Assessment Battery

This follow-up study helped determine the predictive validity of parent and teacher ratings and scores from the Early Identification Assessment Battery. This assessment involved a random selection of 4-year-old children scheduled to enter a French immersion program in the Ottawa, Canada, school system. In the spring of grade 1, 63% of the original group were still in French immersion; these children were classified as high or low achievers based on their teachers' ratings and on tests of academic achievement in English and French. The data indicated that highly accurate predictions of progress in French immersion programs could be made on the basis of the 4-year-old assessment battery. The significant predictor variables included IQ measures, tests of spelling and word segmenting, naming of letters and numbers, auditory discrimination, and color naming. The test scores were far more accurate than background and family variables in predicting achievement. Sample questionnaires and test batteries are appended. (SW)

ED218497 CE033137

Beatty, Paulette T.; And Others

Determining How to Gather Information. An Introduction to Needs Assessment. Special Community Service and Continuing Education Project. Final Report.

Texas A and M Univ., College Station. Coll. of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date [81]
Grant-G007904214
Note-21p.; For related documents see CE 033 133-139.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Education; *Data Collection; Definitions; Educational Needs; Guidelines; *Information Retrieval; *Information Seeking; Information Sources; *Needs Assessment; Research Methodology; Research Tools; Resource Materials; *Search Strategies
Identifiers-Printed Materials

One of a series of instructional booklets designed to introduce adult education program planners to the basic concepts integral to and alternative strategies for conducting needs assessments, this instructional booklet deals with determining how to gather information for a needs assessment. Described first is the relationship of the process of determining how to gather information to the entire needs assessment process. Following an examination of some major collection strategies, guidelines are set forth for selecting those strategies that are feasible and most able to provide valid and reliable information for needs assessment. Also outlined are some retrieval strategies for extracting quality need data from relevant and available printed information. (MN)

ED218538 CG016037

Roessler, Richard T.; Rubin, Stanford E.

Goal-Setting: Guidelines for Diagnosis and Rehabilitation Program Development: Trainer's Guide. Advanced Facilitative Case Management Series, Training Package II.

Arkansas Univ., Fayetteville. Rehabilitation Research and Training Center.

Spons Agency-National Inst. of Handicapped Research (ED), Washington, DC.

Pub Date 80

Grant-NIHR-16-P-56812-RT-13

Note-68p.; For related documents, see CG 016 034-041.

Available from-Arkansas Rehabilitation Research and Training Center, Publications Department, P.O. Box 1358, Hot Springs, AR 71901 ($5.00).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Counseling Techniques; *Counselor Training; Diagnostic Tests; Disabilities; Interviews; Learning Modules; Medical Evaluation; *Planning; Professional Training; *Rehabilitation Counseling; *Skill Development; *Training Methods; Vocational Aptitude; *Vocational Rehabilitation

This guide is the introductory volume for the second in a series of instructor-assisted training modules for rehabilitation counselors, supervisors, and graduate students. This trainer's guide for the second module focuses on the counseling skills needed for rehabilitation of the severely disabled and provides the trainer with the information and exercises to teach information collection, diagnostic information processing and client involvement in rehabilitation planning.

Corresponding to phases of the rehabilitation process, the goal setting skills to be taught are identified as: (1) acquiring necessary knowledge during the intake interview and from medical evaluations; (2) planning psychological and vocational evaluations for the severely disabled; (3) processing client evaluation data; and (4) setting goals with the client. The format for the presentation of each phase is described in terms of a clarification of purpose, guidelines, and practice exercises. Appendix A presents a case study typescript for a tape/slide presentation. Appendix B contains a trainer evaluation form for participants. A conclusion section summarizing the module and a list of recommended readings are also included. (MCF)

ED218604 CS006755

Sheppard, Valerie

Give All Ages a Look at a Mother Goose Book!

Pub Date Mar 82

Note-9p.; Paper presented at the Annual Meeting of the Texas State Council Conference of the International Reading Association (10th, El Paso, TX, March 11-13, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Books; Childrens Literature; Class Activities; Creative Writing; Elementary Education; *Language Arts; Oral Language; *Reading Instruction; Student Motivation

Identifiers-*Mother Goose; *Nursery Rhymes

Preschool children respond to the rhythm and rhyme of Mother Goose and are enchanted with the likable characters, quick actions, and humorous animals. If shared with enthusiasm, Mother Goose books may also be used to teach older children creative writing skills and research techniques. In the primary grades, promoting children's confidence in their reading capabilities motivates them to read more, and if the children are familiar with the Mother Goose rhymes, then reading them successfully in a readers' theatre format, will take little effort. Comparisons of different illustrations for the same rhymes give children an opportunity to improve visual literacy as well as additional practice in reading. In the intermediate grades, tongue twisters, "daffynitions," spoonerisms, and malapropisms provide the necessary language for creative writing experiences. Older students can also research the origins of the rhymes and debate the true identification of Mother Goose. They might jot down their remembrances of the rhymes recited orally before encountering the many different versions of the same verse. Mother Goose is also for children of all ages as a prelude to poetry, introducing them to a form of writing that is different from prose. (Several editions of Mother Goose rhymes are suggested throughout the text.) (HTH)

ED218688 CS503888

Esposito, Anita

Interruptions in Children's Conversation: Does Talk Break Down?

Pub Date Mar 82

Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Child Language; *Communication (Thought Transfer); *Communication Research; Interaction; *Language Patterns; Peer Relationship; Play; Preschool Children; Sex Differences; *Speech Communication

Identifiers-Conversation; Interpersonal Communication; *Interruptions

The silence between two people's utterances during conversation is referred to as a juncture pause and the outcome of events at the juncture pause determines who will speak next in a conversation. A study explored the nature of interruptions in young children's conversation and examined whether turn-taking repair occurred after an interruption and if so, how it was accomplished. Subjects included preschool children ranging in age from 4 to 5 years. The children were observed in dyads as they played in a private room at their day care center for approximately 20 to 25 minutes. Altogether there were approximately 6 hours of natural conversation taped and within this time, 25 instances of interruption occurred. Results showed the female-male dyad had the highest rate of interruptions, with one occuring every 9.50 minutes. The next highest rate of interruptions per minute was every 26.60 minutes by the female-female group and the lowest was one every 80 minutes by the male-male dyad. The most prevalent type of interruption involved adding a statement that was specifically or generally relevant to the topic. Children dealt with being interrupted primarily by abandoning their own utterance and responding to the interrupter's utterance. Finally, there appeared to be no discernible relationship between the types of interruptions used by children in conversation and the types of responses given. (HOD)

ED218709 EA014716

Frasher, James

On Discipline: The Products and Process.

Iowa Univ., Iowa City. Inst. for School Executives.

Pub Date Apr 82

Note-4p.

Available from-Editor, The Executive Review, Institute for School Executives, The University of Iowa, 210 Lindquist Center, Iowa City, IA 52242 ($1.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Attitudes; Administrator Role; Behavior Problems; *Discipline; Discipline Policy; Elementary Secondary Education; *Principals; Punishment; *Stress Variables; Student Behavior; *Student Motivation

Identifiers-*Administrative Attribution Theory; Self Gain

One explanation for unexpectedly low stress levels among assistant principals may lie in "administrative attribution theory." The demand for school discipline by the public, school boards, teachers, and students should induce high levels of stress in assistant principals, because they are usually responsible for discipline enforcement, but a recent study found that the assistant principalship was not stress-inducing. Administrative attribution theory proposes that administrators assign causality to events based on the perceived intent or motivation of the persons involved. Assistant principals' opportunity to assign intent to misbehaving students may reduce the stress they might otherwise feel. A survey of 24 assistant principals tested whether, in six hypothetical disciplinary cases, they would vary the severity of the punishment according to the motivations they attributed to the perpetrators. The results showed the assistant principals punished most severely those students to whom they attributed motivations of self-gain. These results indicate the assistant principal is psychologically free in enforcing discipline. This psychological freedom is stress-reducing and thus may help explain why assistant principals experience low levels of stress. (RW)

ED218749 EA014777

Dibski, Dennis John

Decentralized Budgeting and the Rural Saskatchewan Principal.

Pub Date 1 Jun 81
Note-14p.; Paper presented at the Annual Meeting of the Canadian Association for the Study of Educational Administration (Halifax, Nova Scotia, Canada, June 1-4, 1981).
Available from-Not available separately; see EA 014 774.
Document Not Available from EDRS.
Descriptors-*Administrator Attitudes; Administrator Role; *Budgeting; Decentralization; Elementary Secondary Education; Foreign Countries; Instructional Materials; Principals; Resource Allocation; Rural Schools; *School Based Management; State Surveys
Identifiers-*Saskatchewan

Decentralized or school-based budgeting is a growing practice in Saskatchewan (Canada) school systems. A survey of 179 elementary and secondary principals in 60 of the province's larger rural school districts sought to find the extent of budget decentralization and the principals' attitudes toward the arrangement. The results indicated that (1) most school budgets showed low-to-moderate decentralization; (2) decentralization was limited to school materials, which represented only a small part of the budget; (3) decentralization was usually specific or categorical rather than broad or global; (4) funds were allocated to schools chiefly on a per-pupil basis; (5) inschool allocation of decentralized funds was usually decided by administrators after consultation with staff; (6) most principals either were satisfied with the degree of decentralization or wanted more decentralization; (7) most were also satisfied that personnel budgets were not school-based; and (8) most principals wanted global rather than categorical decentralization. The author concludes that the data show that school-based budgeting is well established in Saskatchewan but could be developed further. (Author/RW)

ED218769 EA014797

King, Richard A.

Conceptual Issues in the Financing of Nonpublic Schools.

Pub Date Mar 82
Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Economics; Educational Vouchers; Efficiency; Elementary Secondary Education; Equal Education; Nontraditional Education; *Private Education; *Private School Aid; Public Education; Public Policy; *Public Support
Identifiers-Diversity (Institutional)

Both proponents and opponents of public support for private education argue that their own proposals for funding education offer the only means for achieving diversity, efficiency, and equity in education. Proponents of public support for private schools claim that diversity of educational options can only be guaranteed through government support of those options, that efficiency will be improved through assurance of competition for government funds, and that only with government support can private education be made available to all. Opponents state that government regulation of private education would destroy diversity, that public support of schools furthering the views of special interest groups would be inefficient in that it would undercut the public mission of developing democratic ideals, and that increased public support would only enable the economically strong to escape from public schools even more easily, destroying any equity that now exists. The author of this paper describes enrollment and funding trends affecting a parochial school in New Mexico, discusses the arguments for and against public support of private education, and presents a framework for analyzing any proposals for funding nonpublic education according to their effects on diversity, efficiency, and equity, and according to their relative impacts on public and private schools. (Author/PGD)

ED218789 EA014817

Lee, Dean R., Ed.; And Others
Parents and Federal Education Programs. Volume 7: Methodologies Employed in the Study of Parental Involvement. The Study of Parental Involvement.
System Development Corp., Santa Monica, Calif. Studies and Evaluation Dept.
Spons Agency-Department of Education, Washington, DC.
Report No-TM-6974/010/000
Pub Date Sep 81
Contract No-300-78-0437
Note-138p.; For related documents, see EA 014 811-816.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Data Analysis; *Data Collection; Educational Research; Elementary Secondary Education; Federal Programs; Field Interviews; National Surveys; Parent Participation; *Research Design; *Research Methodology

This final volume in a series of seven describes the methodologies used in a study of four federal programs in 57 school districts across the country. In order to accomplish the study's objectives, two types of substudies were implemented--a federal programs survey and the individual site studies. The federal programs survey data were collected from four independent samples of districts (and schools within those districts) to provide a national representation of participants within each of the four target programs--the Emergency School Aid Act, Titles I and VII of the Elementary and Secondary Education Act, and Follow Through. Separate questionnaires were prepared for the school and district levels and for the Follow Through projects. The site studies provided information not supplied by the questionnaires, such as the contributory factors and consequences of parent participation. Field researchers conducted interviews, observations, and document analyses over an extended period of time. The sample for site studies represented schools and districts with both greater and smaller degrees of parental involvement, as determined from the federal programs survey. Data were collected on parent involvement through five types of activities--governance, instruction, parent education, school support, and school-community relations. The methodologies employed were judged to be efficient, thorough, and valid. (Author/WD)

ED218875 EC143140

Levitt, Jerome

A Demonstration of Long Term Follow-Up of a Psychoeducational Intensive Day Treatment Facility for Emotionally Handicapped Children.

Pub Date 19 Mar 82

Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Education; *Emotional Disturbances; *Family Environment; Followup Studies; Intervention; *Psychoeducational Methods; *Student Adjustment

To determine the status of emotionally handicapped children who had attended a psychoeducational intensive day treatment facility and to explore procedures for long term assessment, a followup telephone interview was undertaken with 37 parents or guardians of the elementary program clients. It was found that the children are for the most part living at home or in home settings, attending public school, and avoiding legal difficulties. Further analyses indicated that there were significant relationships between parent marital status at the time of attendance and indirect evaluations of the child's current functioning. Feasibility of the methodology and the importance of family environment are discussed. A copy of the survey instrument is appended. (Author/SB)

ED218437 CE031874

Hearn, Joan

More Life Skills.

Canada Employment and Immigration Commission, Ottawa (Ontario). Occupational and Career Analysis and Development Branch.

Pub Date 81

Note-349p.

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-Adult Basic Education; Adult Education; Behavioral Objectives; *Cognitive Processes; Communication Skills; *Critical Thinking; *Daily Living Skills; Decision Making; Feedback; Instructional Materials; *Interpersonal Competence; Learning Activities; *Nonverbal Communication; Objectives; Problem Solving; *Self Control; Skill Development

Identifiers-Goal Setting

Designed to supplement already existing life skills instructional materials, this manual consists of 30 lessons to help students develop general, transferrable skills in four areas--attending behaviors, cognition, self-management, and critical thinking. The following topics are among those covered in the lessons: eye contact, body posture, tracking, paraphrasing, and mirroring; portraying oneself; brainstorming; surveying marketable skills; nonstressful feedback; preparing a plan for acquiring a chosen life skill; setting goals; choosing a marriage partner; dealing with positive, negative, and neutral feedback; management; management of resources; cognition in listening; and critical thinking. Included in each lesson are the following: overview, resources required, objectives, stimulus, evocation, skill practice/objective inquiry, skill application, and evaluation. (MN)

ED218458 CE032199

Strengthening Postsecondary Work-Education Relationships in Ohio. Presentation Summary. NAIEC Business/Industry Showcase Conference (Columbus, Ohio, May 19-20, 1982).
Ohio Board of Regents, Columbus.
Pub Date 82
Note-16p.; For a related document see CE 032 200.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education; Adults; Conferences; Continuing Education, *Educational Cooperation; Educational Needs; Education Work Relationship; Extension Education; *Government School Relationship; Individual Needs; Industry; *Postsecondary Education; Program Development; Program Evaluation; Program Implementation; Regional Programs; *School Business Relationship; State Programs
Identifiers-*Linkage; *Ohio

This presentation contains eight summary reports that provide information about major linkage activities initiated by the Ohio Board of Regents between the postsecondary education system and the business and governmental sectors. The regional and statewide activities are divided into two groups by the two phases through which linkage goals are being accomplished: exploratory/developmental phase and implementation/evaluation phase. Three linkage activities are described in the category, exploratory/developmental phase: Regional Linkage Conferences, Survey of Noncredit Continuing Education Activities in Ohio, and Survey of Business/Industry Training in Ohio. Five linkage activities are described in the category, implementation/evaluation phase: Master Plan for Higher Education, Ohio Resource Network, Work and Learning Councils, Central Ohio Work and Learning Council, and Buckeye Fourway Business and Industry Training, Research and Assistance Cooperative Extension Service (TRACES). Each summary report presents this information: purpose of activity, objectives, and outcomes. Membership is also specified for the last two councils described. (YLB)

ED218477 CE032842

Johnston, Jerome; And Others

An Evaluation of FREESTYLE, A Television Series to Reduce Sex-Role Stereotypes. Research Report Series, Institute for Social Research.

Michigan Univ., Ann Arbor. Center for Research on Utilization of Scientific Knowledge.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Compensatory Education Div.

Report No-ISBN-0-87944-256-5; ISR-9008

Pub Date 80

Contract No-400-76-0096

Note-308p.; For related documents see CE 032 843 and ED 170 543.

Available from-Center for Research on Utilization of Scientific Knowledge, Institute for Social Research, The University of Michigan, Ann Arbor, MI 48106 ($14.00).

Document Not Available from EDRS.

Descriptors-*Attitude Change; *Career Awareness; *Childrens Television; Curriculum Development; Educational Television; Instructional Materials; Intermediate Grades; Material Development; Nontraditional Occupations; Outcomes of Education; Production Techniques; *Program Effectiveness; Programing (Broadcast); *Sex Fairness; Sex Role; Sex Stereotypes; Summative Evaluation; *Telecourses; Television Research

Identifiers-*Freestyle (Television Series)

This study is the main element of the summative evaluation of "Freestyle," a television series on sex-role stereotyping and career awareness. The series was developed for fourth to sixth graders viewing it at home or at school and contains 13 half-hour episodes. In seven test sites across the country, 268 teachers used "Freestyle" in the classroom with more than 7,000 9-12-year-olds. After one semester of experience with "Freestyle," teachers were enthusiastic. Ninety-six percent recommended its use by other teachers; only four percent had serious reservations. When implemented under conditions of heavy viewing and extensive classroom discussion, "Freestyle" showed the ability to change a large number of beliefs and attitudes regarding sex-appropriate childhood behavior and adult job and family roles. It was less successful in influencing the children's own interests in nontraditional endeavors. With the exception of girls in leadership roles, it was not effective in changing beliefs and attitudes regarding childhood behavior skills. These are apparently too complex to be dealt with in a single television series and supporting classroom activities. The report also has chapters on the development of the "Freestyle" materials, station carriage, market ratings of the program, and the impact of mere viewing without supportive discussion. (KC)

ED218517 CE033197

DeSanctis, Vincent

The Adult Education Act 1964-1979: A Political History.

National Adult Education Clearinghouse/National Multimedia Center for Adult Education, Upper Montclair, N.J.

Pub Date 79

Note-46p.

Available from-National Adult Education Clearinghouse, Montclair State College, Upper Montclair, NJ 07043 ($3.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adult Basic Education; *Adult Programs; Adults; American Indians; Educational Legislation; *Federal Aid; *Federal Legislation; Older Adults

Identifiers-*Adult Education Act 1966

The Adult Education Act, which provides federal funds for adult basic education (ABE) programs, has undergone many changes since enactment in 1964. Passage of ABE legislation as Title 11B under the Office of Economic Opportunity Act was a political solution for adult educators who had sought unsuccessfully for years for federal ABE legislation. Its association with manpower and antipoverty legislation was a temporary expedient resolved through the Elementary and Secondary Education Act. A major change in ABE legislation was a broadening of the statement of purpose to include non-English speaking participants. The 1966 Adult Education Act also created a National Advisory Committee on ABE. The 1970 amendments reduced participant minimum age and revised the statement of purpose to permit participation of adults through completion of secondary school. The major change in the 1972 amendments concerned authorization of grants to improve educational opportunities for adult Indians. The 1974 amendments authorized grants for educational programs serving the elderly and provided that 15% of state grant funds were to be used for special projects and teacher training. The 1978 amendments retreated from encouragement of greater state control of ABE and reestablished discretionary funds at the federal level to support national priorities. (YLB)

ED218561 CG016061

Parish, Thomas S.; Hortin, John A.

Impact of Mother Loss on Evaluations of Self and Parents.

Pub Date Mar 82
Note-7p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students; Death; Divorce; Family Structure; Higher Education; *Motherless Family; *Parent Child Relationship; *Self Concept; *Self Evaluation (Individuals); *Sex Differences; *Student Attitudes

Although recent findings generally show that father loss can significantly affect children's self-concepts, no previous research has studied the impact of mother loss on children's self-concepts and evaluations of parents. To provide insight into this question, 1,177 college students evaluated themselves and their mothers and fathers. In contrast to earlier research on father loss which found that evaluations of fathers were enhanced by their demise and diminished by their divorce, the findings indicated that evaluations of mothers dropped drastically in cases when the mother died, particularly for males if their remaining fathers remarried or for females if their remaining fathers did not remarry. In addition, self-concepts of males were significantly higher than those of females, but only if the male students were from intact families and not from any of the alternate family configurations. The results suggest that the area of parent loss may be more complex than originally thought. (Author/JAC)

ED218584 CS006715

Duffy, Gerald G.; Roehler, Laura R.

An Analysis of the Instruction in Reading Instructional Research.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-IRT-OP-52
Pub Date Mar 82
Contract No-400-81-0014
Note-31p.; Paper presented at the Annual Meeting of the National Reading Conference (31st, Dallas, TX, December 2-5, 1981).
Available from-Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.00).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Classification; *Educational Research; Elementary Secondary Education; *Instructional Design; Literature Reviews; Metacognition; *Reading Instruction; *Reading Research; Research Reports; *Teaching Methods

An analysis of reading instructional research reveals eight analytic categories for organizing various aspects of instruction. The first three categories describe the rhetorical distinctions that are often made about instruction, providing a background to the analysis of the instruction found in current research. The distinctions in these categories result in four possible modes of instruction: (1) textbook-bound/designed, (2) textbook-bound/responsive, (3) textbook-free/designed, and (4) textbook-free/responsive. However, only the textbook-bound/designed mode of instruction is reflected in the reported research. Categories 4 and 5 describe the global ingredients that are descriptive of the instructional mode. They show that textbook-bound and designed modes of instruction always focus on student response to directed practice and call for organizational behaviors, social management behaviors, and verbal-pedagogical behaviors by teachers. Categories 6 through 8 describe the specific pedagogical behaviors being studied in the reading instructional research. They reveal two approaches that seem to dominate the research: one--spontaneous generation--is based on the belief that the key to learning is implicit in the act of completing the task and that teachers can be most helpful by exposing students to the task in various ways; the second--teacher explanation--assumes that some students will not be sensitive to such implicit cues and that teachers must make explicit for them the processing that undergirds the task. (HOD)

ED218625 CS207000

McCullough, Robert A.; And Others

A Review and Evaluation of the Langley Research Center's Scientific and Technical Information Program. Results of Phase VI-The Technical Report: A Survey and Analysis.

National Aeronautics and Space Administration, Hampton, Va. Langley Research Center.

Report No-NASA-TM-83269

Pub Date Apr 82

Note-136p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Discourse Analysis; Editing; Language Styles; *Layout (Publications); National Surveys; Organizational Communication; *Research Reports; *Technical Illustration; *Technical Writing

Identifiers-*Typography

This report presents the results of a review and evaluation of the Langley Research Center's scientific and technical information program, which examined technical reports from various institutions and organizations to determine the organization of reports, the language used to convey information, and the methods used to present information. Following a statement of the problem and a definition of terms, the report offers a discussion of related research and literature (history and growth of technical report literature, report production by the National Aeronautics and Space Administration [NASA], characteristics of technical reports, the role of the technical report in scientific communication technical report studies, and a review of NASA technical reports). The next section describes the research methodology and procedures. The presentation and discussion of the data are arranged by (1) sequential components (analysis of survey reports, style manuals, writing and editing textbooks, front matter, body matter, back matter, and tables and figures); (2) language components (readability, person and voice, mathematical presentations, tables, figures, and two-dimensional graphs); and (3) presentation components (typography of the text, of tables and of displayed elements, and graphic design and physical media). Appendixes include a cover letter and document control form, lists of organizational and institutional respondents, data cards, composition of the survey samples, an exhaustive list of sequential components in survey reports, and lists of commercially available style manuals, publication guides, and books covering report preparation and production used by survey respondents. (HOD)

ED218830 EC142788

Tollefson, Nona; And Others

Teaching Learning Disabled Adolescents to Set Realistic Goals.

Pub Date Mar 82

Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Attribution Theory; *Goal Orientation; Junior High Schools; *Learning Disabilities; *Prediction

Sixty-one learning disabled (LD) adolescents in four junior high schools were randomly assigned to experimental or control groups as part of an effort to teach LD students to set realistic goals so they might experience success and satisfaction in school. Ss in the experimental group made achievement contracts and predicted their performance in either math or spelling. Pre- and posttest scores on the Intellectual Achievement Responsibility Questionnaire, the Task Attribution Questionnaire, the Test of Goal Setting Strategies, and the Evaluation of Treatment Inventory revealed that the intervention was successful in teaching strategies for setting realistic goals, and that experimental Ss used effort attributions to explain their performance significantly more often than they used ability, luck, or task difficulty attributions. Three case studies illustrate strategies used by LD students in the study. (CL)

ED218923 FL012856

Graham, Philip Bruce

Teaching Oral Communication Skills Via Authentic Material: A Description and Analysis of a Learning Experience in Japan.

Pub Date Jun 80

Note-84p.; Master's Thesis, School for International Training.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Audiolingual Methods; Business; Classroom Techniques; *Communicative Competence (Languages); Conversational Language Courses; *English for Special Purposes; Foreign Countries; Instructional Materials; Intensive Language Courses; *Notional Functional Syllabi; *Oral Language; Postsecondary Education; Second Language Instruction; Second Language Learning; Second Language Programs; Speech Communication; *Videotape Recordings

Identifiers-Japan

The use of speech or language produced by native speakers in real situations for teaching oral communication skills in the second language classroom is described. Three sample lessons, based on the author's teaching experience in Japan, are presented. All lessons used material called "The Bellcrest Story," produced by the British Broadcasting Corp. and Oxford University Press. The multimedia set included videotape cassettes, cassette tapes, a textbook, and a book of related documents. They were used in English as a second language classes directed at businessmen. Each lesson consisted of four parts: (1) the exposure stage, in which the material for the lesson was analyzed in detail; (2) the practice stage, in which the specific speech acts presented in the exposure stage were practiced; (3) the use stage, in which the students practiced communication through role playing; and (4) the evaluation stage, in which both the students and the teacher evaluated, through discussion, the learning that has taken place. Suggestions for applying this approach to other aspects of second language learning, such as writing skills, are included. (EKN)

ED218998 HE015205

Staton, P. A.; Tracz, George S.
Planning in the Colleges of Applied Arts and Technology in Ontario.
Ontario Inst. for Studies in Education, Toronto.
Pub Date May 82
Note-85p.
Available from-Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6, Canada.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrative Organization; Administrators; Advisory Committees; Board Administrator Relationship; Budgeting; *College Administration; *College Planning; College Presidents; Efficiency; Foreign Countries; Governing Boards; Higher Education; Information Utilization; *Long Range Planning; Master Plans; *Resource Allocation

A study of college planning and resource allocation in Ontario colleges of applied arts and technology served as a basis for more detailed study of the decision-making process. A questionnaire was developed through consultation with four college presidents representing a variety of institution types. The questionnaire, administered to college presidents and/or planning officers, covered the scope of college planning, types of structures, participation in the planning process, integration of planning and budget, information use, the process of resource allocation, and the management function, emphasizing a broad-based proactive approach. The trend has been toward integration of planning tasks within the college and in relation to multi-year plans. A wide spectrum of planning philosophies appeared. Planning participants at all levels within the institution was found difficult to achieve and not always sought. Close communication with the governing board was common. A variety of strategies for dealing with advisory boards was found. It was learned that most colleges would favor a Council-described long-range view of the system accompanied by performance assumptions for system components. Appendices include references for the literature review, a table of the issues of concern and their parts in the study, the letter sent to college presidents, a detailed mission statement of St. Lawrence College, a sample agenda from Centennial College's board retreat, and guidelines to advisory committees in the monitoring of programs at St. Clair College. An additional bibliography is included. (MSE)

ED218646 CS207069

The Students' Right to Read. Revised.
National Council of Teachers of English, Urbana, Ill.
Pub Date 82
Note-18p.
Available from-National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 48174, $0.25).
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Censorship; Community Attitudes; Elementary Secondary Education; English Instruction; Library Material Selection; *Literature; *Public Opinion; *Reading Material Selection; *Student Rights; Textbook Selection

This statement, prepared by the National Council of Teachers of English, addresses the increasing problem of censorship in the public schools in the form of pressure to restrict or deny students access to certain books or periodicals deemed objectionable by individuals or groups on moral, political, religious, ethnic, racial, or philosophical grounds. The first section of the statement discusses the right to read and the English teacher, pointing out that virtually any work used in the classroom could be the subject of often arbitrary and irrational censorship. The next section contains an open letter to citizens from NCTE, providing a rationale against censorship, discussing why censorship is a threat to education, and what the community's responsibilities are in supporting free inquiry. The third section, addressed to teachers of English, librarians, and school administrators, provides a program of action for schools dealing with censorship, including procedures for book selection, suggestions for enlisting the support of the community, procedures for defending books under criticism, and a sample form for citizen's request for reconsideration of a work used in the curriculum. A selected bibliography concludes the statement. (HTH)

ED218667 CS207112

Fulwiler, Toby, Ed.; Young, Art, Ed.

Language Connections: Writing and Reading across the Curriculum.

National Council of Teachers of English, Urbana, Ill.
Report No-ISBN-0-8141-2653-7
Pub Date 82
Note-194p.
Available from-National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 26537, $9.50 member, $10.75 non-member).
EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Curriculum Development; *Educational Cooperation; Higher Education; Integrated Activities; *Interdisciplinary Approach; Problem Solving; Program Content; *Program Development; Reading Comprehension; Reading Instruction; Reading Research; Teacher Response; Teacher Role; *Writing Instruction; Writing Research
Identifiers-*Theory Practice Relationship; *Writing across the Curriculum

Intended for use by college and university educators, this book contains theoretical ideas and practical activities designed to enhance and promote writing across the curriculum programs. Topics discussed in the 12 major chapters are (1) conceptual frameworks of the cross writing program; (2) journal writing across the curriculum; (3) writing and problem solving; (4) assigning and evaluating transactional writing; (5) audience and purpose in writing; (6) the poetic function of language; (7) using narration to shape experience; (8) readers and expressive language; (9) what every educator should know about reading research; (10) reconciling readers and texts; (11) peer critiques, teacher student conferences, and essay evaluation as a means of responding to student writing; and (12) the role of the writing laboratory. A concluding chapter provides a select bibliography on language and learning across the curriculum. (FL)

ED218730 EA014740

Evaluation of Operation and Effects of Title IV Expenditures in Utah. Final Report, Volume 1.

Wasatch Inst. for Research and Evaluation, Logan, UT.
Spons Agency-Utah State Office of Education, Salt Lake City.
Pub Date Feb 82
Note-250p.; For a related document, see EA 014 741.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Educational Equipment; Educational Needs; Elementary Secondary Education; Evaluation Methods; *Federal Aid; *Federal Programs; Federal State Relationship; Instructional Materials; Program Development; *Program Evaluation; *Program Implementation; Program Proposals; School Districts; School District Spending; State Departments of Education; State Surveys; Tables (Data)
Identifiers-*Elementary Secondary Education Act Title IV; *Utah

Summarizing the second year of a 3-year evaluation project, this nine-chapter report focuses on three Utah programs under Title IV of the Elementary and Secondary Education Act. The first program, Title IV-Part B (IV-B), provides funds for local education agency (LEA) purchases of educational materials and equipment; the second, Title IV-Part C (IV-C), allocates funds for LEA adoption or development of programs to meet local educational needs; and the third program, called "Title IV-C Strengthening," grants money to assist state educational agencies (SEAs) in administering IV-C funds. Evaluation activities included onsite school visits, questionnaire surveys, and interviews with LEA and SEA personnel. Chapter 1 discusses the 15 components in the evaluation workscope. Each of the eight subsequent chapters presents the evaluation methods, results, conclusions, and recommendations for different aspects of the three programs. Aspects covered include onsite evaluation of IV-C projects, reasons for LEA involvement in IV-C programs, LEA continuation of successful IV-C projects, proposal request and review processes, provision of technical assistance on IV-C to LEAs, LEA personnel perceptions of IV-C, management and effects of IV-B funds, and SEA personnel perception of IV-C Strengthening funds. Report appendices appear in a related document. (Author/RW)

ED218854

EC143116

Roistacher, Richard C.; And Others

Toward a Comprehensive Data System on the Demographic and Epidemiological Characteristics of the Handicapped Population. Final Report.

Bureau of Social Science Research, Inc., Washington, D.C.
Spons Agency-National Inst. of Handicapped Research (ED), Washington, DC.
Pub Date 21 Dec 81
Grant-654AH00100
Note-128p.; Print is poor in parts.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Disabilities; Elementary Secondary Education; *Incidence; *Information Systems; Management Information Systems; Program Development; Research Needs; *Statistical Data

The project was designed to investigate sources of available data on the incidence, prevalence, diagnostic conditions, functional limitations, and activity restrictions of the disabled population in the United States, and to design a comprehensive data system. Difficulties, both conceptual and practical in estimating incidence and prevalence are cited, including divergent data sources, varying definitions of disability and handicap, and inconsistent methodologies. Guidelines for extrapolating from existing data are given, including techniques of aggregation and merging, and linking files by entering distributions and summary figures into multidimensional tables. The report recommends steps to be taken by the National Institute of Handicapped Research to improve disability statistics, including advocacy for a uniform functional definition of disability and handicap and for inclusion of disability data in census and other national surveys. The development of a Disability Data Archiving and Analysis Center is detailed, and such a project's activities in nine categories are described: acquisition, cataloging, abstracting, reference, circulation, file processing, analysis, dissemination, and data improvement. Functional components as well as procedures, examples of user requests, and administration considerations are noted. Among five appendixes are papers on machine readable data files and a selected bibliography on the definition of measurement and disability. (CL)

ED218900 EC143165

Kendall, William S.; Battles, Debra A.

Psychoneurological Assessment and Treatment of Language Disorders in Learning Disabled Adolescents.

Pub Date Apr 82

Note-17p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session W-44).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-High Schools; *Language Acquisition; *Learning Disabilities; *Learning Resources Centers; *Mainstreaming; Multisensory Learning

Identifiers-Psychoneurological Assessment

The study investigated differences in language development between two groups of learning disabled (LD) high school students, 40 LD students in secondary regular classes, and 40 LD students integrated into regular secondary classes and receiving additional support through learning resource centers. The Test of Adolescent Language (TOAL) was used to measure Ss' language disorders. Language development of LD adolescents in learning resource centers was lower than that of LD adolescents in regular classes. Learning resource center group Ss were older and displayed lower IQ scores than the regular class group. A review of the literature supported the importance of psychoneurological assessment, sensory integration therapy, and development. (Author/SB)

ED218941 FL013001

Sherwood, Bruce

Computer Processing of Esperanto Text.

Illinois Univ., Urbana. Language Learning Lab.

Pub Date 81

Note-11p.

Available from-Not available separately, see FL 012 990.

Document Not Available from EDRS.

Descriptors-*Artificial Languages; *Computer Assisted Instruction; Computer Programs; Diacritical Marking; Morphemes; *Morphology (Languages); Online Systems; Orthographic Symbols; Phonemes; *Phonetics; *Programed Instructional Materials; Second Language Instruction; Teaching Methods; Written Language

Identifiers-*Esperanto; *PLATO IV

Basic aspects of computer processing of Esperanto are considered in relation to orthography and computer representation, phonetics, morphology, one-syllable and multisyllable words, lexicon, semantics, and syntax. There are 28 phonemes in Esperanto, each represented in orthography by a single letter. The PLATO system handles diacritics by using a control code in the internal representation of character strings. Lexical stress is always on the penultimate vowel, most function words are monosyllabic, and most content words are polysyllabic. These facts simplify the assignment of stress and intonation contours on the basis of text alone, even without any syntactic processing. Esperanto morphemes, all of which are invariant, fall into two classes, those requiring grammatical endings and those that do not require such endings. Rules for one-vowel and multivowel words are discussed. It is suggested that for many purposes computer processing of Esperanto text is much simpler than the processing of other languages, and machine translation from Esperanto to another language is aided by the grammatical endings. But it is a language used among humans, and when it comes to semantics, the computer is at a severe disadvantage. In using the PLATO system to translate Esperanto sentences to English, a basic scheme is to identify the grammatical categories of the words and to group the words into various constituents. A small lexicon containing English equivalents of individual roots, with special entries for irregular plurals and verbs, has been developed. Words must contain only one morpheme to avoid having to break down compound words. (SW)

ED218960 FL013057

Clark, John L. D.; Swinton, Spencer S.

The Test of Spoken English as a Measure of Communicative Ability in English-Medium Instructional Settings. TOEFL Research Reports, 7.

Educational Testing Service, Princeton, N.J.
Report No-ETS-RR-80-33
Pub Date Dec 80
Note-80p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Classroom Communication; English (Second Language); Foreign Students; Higher Education; Language Proficiency; *Language Tests; *Predictive Validity; Speech Communication; Student Evaluation of Teacher Performance; Teacher Effectiveness; *Teaching Assistants; *Test Validity; Young Adults
Identifiers-*Foreign Service Institute Interview; *Test of Spoken English

A concurrent validation analysis was conducted for the recently developed Test of Spoken English (TSE), using as an external criterion the Foreign Service Institute (FSI) direct proficiency interviewing procedure. Use-related validation data for the TSE were obtained as a predictor of the communicative effectiveness in English of non-native English-speaking teaching assistants in U.S. colleges and universities. TSE and FSI tests were administered to 134 foreign teaching assistants at nine participating institutions. The TSE subscores were somewhat more reliable than those of the FSI, and exhibited a greater degree of discriminant validity. In the use-validation phase of the study, FSI and TSE scores of 60 non-native English-speaking teaching assistants were entered as predictor variables in multiple regression analyses, using as criterion variables student ratings of the instructor's spoken language. Both TSE and FSI scores were very effective predictors of student ratings of the instructor's speaking proficiency. Somewhat lower but properly directed weightings were found for the prediction of more global aspects of the teaching performance (e.g., overall effectiveness of the instructor). It is concluded that both the TSE and FSI can predict the probable communicative facility in spoken English of non-native teaching assistants in instructional settings. (Author/SW)

ED218981 FL013098

Leino, Anna-Liisa
Learning Process in Terms of Styles and Strategies: Case Studies. Research Bulletin 59.
Helsinki Univ. (Finland). Inst. of Education.
Report No-ISBN-951-45-2630-9
Pub Date 82
Note-59p.; For a related document, see ED 201 604.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Case Studies; *Cognitive Style; Cognitive Tests; College Students; English (Second Language); Language Research; *Learning Processes; Psycholinguistics; *Second Language Learning; Social Background; Student Motivation; Student Responsibility; Young Adults
Identifiers-Finland

Case studies involving learning styles and strategies in English as a second language are examined, based on previous research in which two English pilot tests were administered to a sample of Finnish University students. Those who scored high and low on the two tests were selected for structured interviews, where attention was directed to preference for structure in the learning situation, social and environmental elements, motivation, and responsibility, as well as specific learning and performance strategies in foreign language. The results were in accordance with conceptual level theory: in interview situations the high conceptual level cases considered different aspects of the questions, saw several alternatives, did not often give an either-or answer, and were more verbal and specific in their responses than were the low conceptual level cases. With regard to task performance strategies, many cases, notably those with rather low conceptual level, were hardly able to give a description. It also seemed that the poorer the performance of the cases, the more easily they resorted to the use of native language. Findings are also reported regarding: preference for structure in mathematics and foreign language, structuring acoustic material, and learning strategies in foreign language lessons. (SW)

ED218498 CE033138

Beatty, Paulette T.; And Others

Determining How to Summarize Information. An Introduction to Needs Assessment. Special Community Service and Continuing Education Project. Final Report.

Texas A and M Univ., College Station. Coll. of Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date [81]
Grant-G007904214
Note-24p.; For related documents see CE 033 133-139.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Education; *Data Analysis; *Data Collection; Definitions; Educational Needs; Guidelines; Information Processing; *Information Utilization; *Needs Assessment; *Research Methodology
Identifiers-*Summarization

One of a series of instructional booklets designed to introduce adult education program planners to the basic concepts integral to and alternative strategies for conducting needs assessments, this instructional booklet deals with determining how to summarize information. Described first is the relationship of the process of determining how to summarize information to the entire needs assessment process. Following a discussion of the concept of filtering need information, criteria are suggested for use in data screening procedures. Next, procedures are provided for condensing information. Also examined is the process of organizing data into meaningful clusters to facilitate appropriate subsequent action. (MN)

ED218689 CS503889

Flannery, Gerald V., Comp.

Marconi to McLuhan: A Select Biliography of N. Y. Times Sunday Magazine Articles on Communication, 1900-1980.

Pub Date [82]

Note-164p.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Advertising; Broadcast Industry; Film Industry; Indexes; Music; *Periodicals; Photography; Public Relations; Radio; *Speech Communication; Telecommunications; Telephone Communications Systems; Television; Theater Arts

Identifiers-*New York Times Sunday Magazine

Containing over 1,800 entries, this index to articles appearing in the "New York Times Sunday Magazine," is arranged by year (1900-1980), by author, decades, and general topic (radio, rhetoric, film). Among the topics covered are newspapers, music, theatre, telegraph, wireless, telephone, photography, public relations, advertising, books, broadcasting, film, radio, magazines, mass communication, telecommunications, television, and speech communication. (HOD)

ED218810 EA014881

Validation Handbook: Information, Guidelines, and Forms for New York State Validation of Exemplary Programs.

New York State Education Dept., Albany.
Pub Date May 82
Note-93p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Demonstration Programs; Elementary Secondary Education; Guidelines; Inspection; Program Evaluation; *Program Proposals; *Program Validation; Proposal Writing; Records (Forms); State Departments of Education
Identifiers-*New York; *Site Visits

To assist school districts, this document presents the guidelines and evaluation methods used by the New York State Education Department (SED) to identify and validate exemplary school district practices that can be adopted by other districts. The handbook integrates the three phases of the validation process, comprising the district's preparation of the application for validation, the SED's preliminary review of the application, and the visit of an SED validation team to the program site. After several introductory sections reviewing the validation process, the document provides tips and guidelines for preparing an application and discusses the application's cover sheets, the program summary, the program narrative, and the information needed by other districts to adopt the program. SED's preliminary review of the application, and the guidelines and rating scales it uses, are described in the following section. The next ten brief sections cover the validation team visit, including the district's preparations, the visit process, the team report, and appeal procedures. Five appendices present copies of forms for the validation application's cover sheets, the preliminary review's rating form, the validation team's report and evaluation of the preliminary review, and a model application, review, and validation team report. (Author/RW)

ED218876 EC143141

Mullen, Margaret E.

Research Strategies for the Longitudinal Evaluation of Handicapped Infants.

Pub Date Oct 81

Note-30p.; Print is poor in parts.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Disabilities; Early Childhood Education; *High Risk Students; *Intervention; *Longitudinal Studies; *Program Evaluation; *Research Methodology

The paper discusses programs established to assist in the development of handicapped and "at risk" children, with particular interest on the structures of the different programs, the methods of investigating program impact, and the findings of these studies. Following a review of historical bases of early intervention, the author looks at programs which include the Early Training Project (Nashville, Tennessee), the Perry Preschool Project (Ypsilanti, Michigan), and the Sheltering Arms Day School. Among the methods mentioned for studying program impact are pretest-posttest control group design, the secular trend methodology, and the theoretical control group study. Results of previous investigations and variables associated with program success are listed. Detailed is the methodology for a proposed longitudinal study investigating social, physical, and cognitive variables in child progress during intervention through Project KIDS, a program providing training services to parents in addition to children's services. (SB)

ED218605 CS206823

Buley-Meissner, Mary Louise

The Nature of Contextual Analysis.

Pub Date Mar 82
Note-19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (33rd, San Francisco, CA, March 18-20, 1982).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Basic Skills; Higher Education; *Skill Development; *Writing Instruction; *Writing Processes; *Writing Skills
Identifiers-*Contextual Analysis

Work with 12 students in a basic writing class led to the conclusion that textual analysis alone will not provide basic writing teachers with the information they need to deal effectively with student errors; instead, contextual analysis is needed, an understanding of how students compose and what their guiding concerns and basic problems are. There are six main developmental stages which make up the student writing continuum--scribal, ideational, performative, communicative, intergrative, and creative. Each of these stages may be thought of in terms of five aspects of a student's progress: (1) the relationship of his or her speaking and writing skills; (2) his or her individual composing style; (3) his or her guiding concerns; (4) his or her basic problems; and (5) his or her common errors. First and second drafts by students at three distinct levels reveal how a student can be helped to progress from one level to the next. If teachers can encourage students to elaborate the meaning of their own texts and to become more careful, insightful readers of their own writing, then the students themselves will be able to recognize and correct errors that interfere with the clear and complete communication of their ideas. (A chart of the six writing levels is included.) (JL)

ED218710 EA014720

Duke, Daniel L., Ed.

Helping Teachers Manage Classrooms.

Association for Supervision and Curriculum Development, Alexandria, Va.
Report No-ISBN-0-87120-113-5
Pub Date 82
Note-173p.; For individual chapters, see EA 014 721-728.
Available from-Publications, Association for Supervision and Curriculum Development, 225 North Washington Street, Alexandria, VA 22314 (Stock No. 611-82266; $8.50; quantity discounts; orders of $20.00 or less must be prepaid).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavior Development; Behavior Modification; Behavior Standards; Class Organization; *Classroom Techniques; *Discipline; *Educational Environment; Educational Objectives; Elementary Secondary Education; Group Dynamics; Individual Counseling; Resource Staff; *School Organization; *Student Behavior; Student Needs; Student Teacher Relationship; Teacher Education Programs; *Teacher Role

This book of eight separately authored chapters is intended to provide teachers and other educators with assistance in finding ways to improve student discipline by establishing and maintaining an effective learning environment. The first three chapters stress the teacher's role. Chapter 1 describes the planning, implementation, and maintenance of strategies for preventing behavior problems; chapter 2 discusses differences between managing groups and handling individual problems; and chapter 3 surveys the range of information an adequate classroom management training program must include. Chapter 4 deals with meeting the special needs of students, touching specifically on assessment and referral and on special programs and services. The fifth chapter examines the important relationship between teachers' intentions and the results of their actions, and presents methods for improving student-teacher communication. The last three chapters explore the educational environment's effect on behavior. Chapter 6 analyzes the different management styles required by different student groupings; chapter 7 probes the ways schools can be organized to encourage development of good behavior habits in students; and the last chapter describes relationships between schools' organizational characteristics and their behavioral objectives. (PGD)

ED218750 EA014778

Gilbert, V. K.

The Case Study as a Research Methodology: Difficulties and Advantages of Integrating the Positivistic, Phenomenological and Grounded Theory Approaches.

Pub Date Jun 81

Note-33p.; Paper presented at the Annual Meeting of the Canadian Association for the Study of Educational Administration (Halifax, Nova Scotia, Canada, June 1-4, 1981).

Available from-Not available separately; see EA 014 774.

Document Not Available from EDRS.

Descriptors-*Case Studies; Charts; Data Analysis; *Data Collection; Foreign Countries; Research Design; *Research Methodology; Secondary Education; Theories

Identifiers-England; Grounded Theory; *Participant Observation; Positivism

Discussion of different types of methodological approaches, and description of the research methods used to study an innovative secondary school in England, make clear why the case study was chosen as the method to employ. The methodological approaches considered included the positivist or scientific method, involving external observation and the testing of hypotheses; the interpretative approach, studying sociological phenomena from within; and grounded theory, stressing the derivation of theory from data. The choice of the case-study method allowed the combination of elements from all three approaches. In the research itself, a "low-profile" participant-observer technique was used. The research on the school went through three phases, each with a differing set of theoretical orientations and data collection methods. In phase 1, involving his introduction into the school, the researcher took an open, aproblematic approach and used interviews and document analysis. In the second phase a theory was developed from the data, while data collection emphasized observation and some interviewing. Phase 3 saw order emerge as the theory was developed; information-gathering methods included observation, interviews, questionnaires, and document analysis. Charts in the appendix illustrate the phases of the research. (RW)

ED218770 EA014798

Caldwell, William E.; Forney, Janet Williams

The Relationship of Role Conflict and Ambiguity and Perceived Organizational Characteristics between Superintendents and Principals.

Pub Date 23 Mar 82

Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrative Organization; *Administrator Attitudes; Administrator Characteristics; *Administrator Role; Differences; Elementary Secondary Education; Institutional Characteristics; Interprofessional Relationship; Principals; *Role Conflict; Role Perception; *School Organization; State Surveys; Statistical Analysis; Superintendents

Identifiers-Pennsylvania; *Principal Superintendent Relationship; Profile of a School; *Role Ambiguity; Role Conflict and Ambiguity Scale

Superintendents and principals from 50 Pennsylvania school districts were asked to complete two questionnaires each to test, first, the relationships between superintendents' and principals' role conflict and ambiguity and, second, the relationship between superintendents' role conflict and ambiguity and their perceptions of their districts' organizational characteristics. Likert's Profile of a School and Rizzo, House, and Lirtzman's Role Conflict and Ambiguity Scale were the two instruments used to gather the data, which came from school systems in every nonmetropolitan intermediate district in the state. Statistical analysis of the data revealed no apparent relationships between superintendents' and principals' levels of role conflict and role ambiguity, or between superintendents' role conflict and their perceptions of organizational characteristics. A negative relationship was noted between superintendents' role ambiguity and their perceptions of organizational characteristics. Superintendents and their principals were found to share perceptions of organizational management, though superintendents tended to believe their systems more open and participative than did principals. A related finding was that the more open superintendents felt their systems to be, the less role conflict and ambiguity were expressed by principals. This paper concludes with comments on the effects of demographic variables and a discussion of the implications of the findings. (Author/PGD)

ED218790 EA014818

Hickrod, G. Allan; And Others

Toward the Restoration of Equity in Illinois K-12 Finance. A Report to the National Conference of State Legislatures and the Illinois School Problems Commission.

Illinois State Univ., Normal. Center for the Study of Educational Finance.
Spons Agency-Illinois School Problems Commission, Springfield.; National Conference of State Legislatures, Washington, D.C.
Pub Date May 82
Note-51p.
Available from-Center for the Study of Educational Finance, Department of Educational Administration, Illinois State University, 331 DeGarmo Hall, Normal, IL 61761 ($5.00).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Educational Finance; Elementary Secondary Education; *Equal Education; Equalization Aid; Expenditure Per Student; *Finance Reform; Fiscal Capacity; Resource Allocation; State Aid; Tables (Data)
Identifiers-*Illinois; State Aid Formulas

Based on a definition of equity that includes both equality in expenditure per pupil and fiscal neutrality, this paper examines equity in Illinois school finance and makes recommendations for its improvement. Following a brief introduction outlining deterioration of equity since 1977, part 2 describes further reasons for this deterioration. The next part describes the future state of equity in Illinois if the present general grant-in-aid system and current trends continue. Since this analysis suggests that Illinois will continue to move away from its equity goals, part 4 looks at possible new methods for providing general purpose grants-in-aid that would be more equitable. The remainder of the study explores some of the consequences of adopting in Illinois the type of supplementary general purpose grant-in-aid system used in New York State. Two different methods of financing this proposed new legislative initiative are explored and the equity consequences of each noted. Finally, the document presents a summary of policy conclusions, principal limitations of the study, and questions for further research. (Author/JM)

ED218831 EC142789

Tupper, Allison; Tobias, Robert J.

Skills for Parenting the Neurologically Impaired/Learning Disabled Child. Final Evaluation Report, 7/01/80 to 9/30/81.

New York City Board of Education, Brooklyn, N.Y. Div. of Special Education.

Report No-NYC-5001-62-14507

Pub Date 30 Sep 81

Note-20p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Modification; *Learning Disabilities; *Neurological Impairments; *Parent Education; *Parent Workshops; Program Descriptions; Program Evaluation

The report describes activities of a project designed to increase understanding and improve management skills of parents of neurologically impaired/learning disabled children. Parents (N=303) registered for a 12 session parent training workshop conducted by a school psychologist or social worker with assistance of special education teachers, and the workshops offered group discussions, sharing, role playing, and behavioral shaping. Objectives were not attained, due perhaps to low attendance and high turnover within groups. Suggestions are made for future parent training approaches, including use of smaller target populations and a wider variety of formats. (CL)

ED218438 CE031875

Mullen, Dana

A Conceptual Framework for the Life Skills Program.

Canada Employment and Immigration Commission, Ottawa (Ontario). Occupational and Career Analysis and Development Branch.

Pub Date 81

Note-152p.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Adults; *Daily Living Skills; *Economically Disadvantaged; *Educational Needs; Educational Objectives; *Instructional Materials; Interpersonal Competence; Material Development; Models; Needs Assessment; Program Content; Program Design; Program Development; Program Effectiveness; Questionnaires; *Skill Development; Surveys

Identifiers-*Life Skills Program

According to a 1981 study, the Life Skills Program that was developed by Saskatchewan New Start over a decade ago is still very much needed to improve the life situation of economically disadvantaged adults. At present, the overall rationale for the Life Skills Program is contained in collections of articles written at successive stages of program development by numerous developers who discussed the program from different points of view. Emerging from a British study of models for social and life skills development are seven models. These are the deficiency model, the competency model, the information-based model, the socialization model, the experiential model, the reflective model, and the counseling model. Features from all seven models can be discovered in the Life Skills Program. A critique of two sets of life skills training materials--a set of lessons developed at Saskatchewan New Start (SNS) and published in the "Life Skills Coaching Manual" and a set of lessons written at the Occupational and Career Analysis and Development (OCAD) Branch of Employment and Immigration Canada--indicates that while neither set of lessons can, in itself, fulfill the objectives of the Life Skills Program, they could and should be used together. (MN)

ED218459 CE032200

Pruitt, Ann K., Comp.

Employer-Sponsored Instruction: Focus on Ohio Business and Industry.

Ohio Board of Regents, Columbus.

Spons Agency-Kellogg Foundation, Battle Creek, Mich.

Pub Date Feb 82

Note-64p.; This report was prepared as part of the Education Commission of the States Lifelong Learning Project.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adult Education; Adult Vocational Education; *Educational Cooperation; Educational Research; *Higher Education; *Industrial Training; Industry; *Inplant Programs; *Nonschool Educational Programs; On the Job Training; School Business Relationship; School Role; Staff Development

Identifiers-Lifelong Learning Project; *Ohio

A 1981 study undertaken by the Ohio Board of Regents sought to learn more about the role of private sector organizations, particularly business and industry, in the training and education of adults in Ohio. Data were collected from two sources--a review of literature on employer-sponsored instruction and a survey of manufacturing and nonmanufacturing firms in Ohio. To provide a context for the study, employer-sponsored instruction was examined from a national and state (Ohio) perspective. It was found that employer-sponsored instructional programs are less pervasive than it is believed, it is provided to a rather small segment of the total adult workforce, many companies meet only a small portion of their human resource development needs through their own instructional programs, colleges and companies often work at cross purposes toward similar training and education objectives, and

ED218518 CE033199

Lanzano, Susan, Ed.

ESL and Coping Skills: A Guide for Teachers.

Montclair State Coll., Upper Montclair, NJ. Resource Dissemination Center.

Spons Agency-New Jersey State Dept. of Education Trenton. Bureau of Adult, Continuing, Community Education.

Pub Date [79]

Note-134p.

Available from-National Adult Education Clearinghouse, Montclair State College, Upper Montclair, NJ 07043 ($6.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Basic Education; Communication Skills; *Coping; Daily Living Skills; Employment Interviews; *English (Second Language); Instructional Materials; Job Application; *Lesson Plans; Nutrition; Payroll Records; *Second Language Instruction; *Teaching Methods; Wages

This guide for teachers contains two articles and four sample lessons on teaching English as a second language (ESL). The first article presents an overview of planning an ESL curriculum which includes coping skills, emphasizing the necessity of teaching language as it is used in everyday life, not just the classroom variety found in textbooks. The second article is a report on a survey developed to assess actual ESL students' opinions on which coping skills are important to learn in a classroom. The survey showed that students need coping skills but are clearly more interested in learning basic English language. The survey

ED218539 CG016038

Roessler, Richard T.; Rubin, Stanford E.

Goal-Setting: Guidelines for Diagnosis and Rehabilitation Program Development: Participant's Workbook. Advanced Facilitative Case Management Series, Training Package II.

Arkansas Univ., Fayetteville. Rehabilitation Research and Training Center.

Spons Agency-National Inst. of Handicapped Research (ED), Washington, DC.

Pub Date 80

Grant-NIHR-16-P-56812-RT-13

Note-74p.; For related documents, see CG 016 034-041.

Available from-Arkansas Rehabilitation Research and Training Center, Publications Department, P.O. Box 1358, Hot Springs, AR 71901 ($4.00).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Counseling Techniques; *Counselor Training; Diagnostic Tests; Disabilities; Interviews; Learning Modules; Medical Evaluation; *Planning; Professional Training; *Rehabilitation Counseling; *Skill Development; *Training Methods; *Vocational Rehabilitation; Workbooks

This guide is the participant's workbook for the second in a series of instructor-assisted training modules for rehabilitation counselors, supervisors, and graduate students. This workbook for the second module focuses on the counseling skills needed for rehabilitation of the severely disabled and provides forms and training aids for use during the training workshop. An introductory section presents program development needs, a model for counselor information acquisition, and an outline of the phases of the rehabilitation process coordinated with the goal-setting skills to be acquired, i.e., (1) obtaining necessary knowledge during the intake interview and from medical evaluations; (2) planning psychological and vocational evaluations for the severely disabled; (3) processing client evaluation data; and (4) setting goals with the client. Appendix A presents a review of frequently used psychological tests. The conclusion provides an overview of the complete goal-setting training process. (MCF)

ED218562 CG016062

Holman, Thomas B.

The Effects of Premarital and Marital Factors on Early Marital Satisfaction: An Empirical Test of Theory.

Pub Date Oct 81

Note-26p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Milwaukee, WI, October 13-17, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Communication Skills; Interpersonal Competence; *Interpersonal Relationship; Longitudinal Studies; *Marriage; Mental Health; Models; Role Models; *Role Perception; Sex Differences; Social Science Research; *Spouses

Identifiers-*Marital Satisfaction

Social scientists have been studying marriage for several decades and have identified many factors related to the quality of marriage. A longitudinal study of 57 engaged couples was conducted while they were college students and after they were married to test parts of Lewis and Spainer's recently proposed theory of marital quality. It was hypothesized that three premarital variables (consensus on values and marital roles, emotional health, and exposure to adequate role models) and three marital variables (quality of role enactment, amount of companionship, and effectiveness of communication) would be directly and positively related to marital satisfaction. The findings showed that the premarital variables were the most important in their indirect effects on marital satisfaction. Effectiveness of communication was the most important marital variable in explaining both spouses' marital satisfaction. The results provide some corroborating evidence for the validity of Lewis and Spanier's theory and also provide evidence with which to refine, extend and modify the theory. (Author/JAC)

ED218668 CS207113

Especially for Teachers: ERIC Documents on the Teaching of Writing, 1966-1981.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date 82
Contract No-400-78-0026
Note-175p.; Small print may be marginally legible.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Annotated Bibliographies; Computer Assisted Instruction; Creative Writing; Curriculum Guides; Elementary Secondary Education; Higher Education; Prewriting; Program Descriptions; Remedial Instruction; Teaching Guides; *Teaching Methods; *Writing (Composition); Writing Evaluation; Writing Exercises; *Writing Instruction; *Writing Processes; Writing Research
Identifiers-Reading Writing Relationship; Writing Apprehension

Designed to supplement the day-to-day planning, teaching, and evaluation activities of writing teachers at all educational levels, this compilation contains 711 citations of documents that appeared in "Resources in Education" from 1966 to 1981. Section headings include (1) the prewriting stage; (2) informative, persuasive, and literary modes of discourse; (3) audience awareness; (4) teacher and peer feedback; (5) publishing student writing; (6) writing in the world of work; (7) the writing process; (8) writing apprehension; (9) writing centers; (10)

ED218901 EC143166

Cronk, Mildred

Career Education for TMR--It's For Life!

Pub Date Apr 82

Note-18p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 11-16, 1982, Session W-51).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Education; Curriculum; Delivery Systems; Elementary Secondary Education; Learning Activities; *Moderate Mental Retardation; Preschool Education

The author presents an overview of career education curriculum and activities for trainable mentally retarded (TMR) individuals from birth through adult life. Infant stimulation programs, Head Start, and Pre-Primary classes provide the foundation for success in the TMR programs in elementary and secondary schools. Career education leads to future placement in a job in the community, in a sheltered workshop, or as a worker in the home. Community programs are available to both children and adults for further education of a specialized nature or for recreation, such as Special Olympics and Very Special Arts Festivals. The auditory portions of presentations on classes of elementary school age TMR children is outlined to illustrate how career education helped students increase their employment potential and job placement qualifications. (Author/SB)

ED218924 FL012900

Clark, John L. D.

A Survey of the Status of Language Training in the Peace Corps. Final Project Report.

Educational Testing Service, Princeton, N.J.

Spons Agency-Peace Corps, Washington, D.C.

Pub Date Oct 81

Contract No-PC-81-043-1020

Note-211p.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Educational Research; Field Tests; Instructional Materials; Postsecondary Education; *Program Effectiveness; *Second Language Instruction; Surveys; *Teacher Education; *Teaching Methods; Testing

Identifiers-*Peace Corps

This report describes the planning, operation, and outcomes of a questionnaire-and-site-visit survey of language teaching facilities and activities at Peace Corps in-country training centers on a worldwide basis, conducted from March to September 1981. The report is divided into three sections: an overview, an analysis of aspects of current language training in the Peace Corps, and recommendations. The overview describes the development and distribution of the survey questionnaire; planning and conduct of in-field site visits; characteristics of responding programs; funding, facilities and supplies; trainees; duration and scheduling of language classes; instructor selection and evaluation; teaching materials; goals; instructional approaches and activities; in-service language training; placement and assessment; use of the Foreign Service Institute interview; special learners; contacts with Peace Corps/Washington; and recommendations. In the second section, a number of aspects of current language training in the Peace Corps are analyzed in terms of recent theoretical and research-based developments,

ED218478 CE032843

Ettema, James S.

Working Together: A Study of Cooperation among Producers, Educators, and Researchers to Create Educational Television. Research Report Series, Institute for Social Research.

Michigan Univ., Ann Arbor. Center for Research on Utilization of Scientific Knowledge.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group. Compensatory Education Div.

Report No-ISBN-0-87944-251-4; ISR-9005

Pub Date 80

Contract No-400-76-0096

Note-220p.; For related documents see CE 032 842 and ED 170 543.

Available from-Center for Research on Utilization of Scientific Knowledge, Institute for Social Research, The University of Michigan, Ann Arbor, MI 48106 ($12.00).

Document Not Available from EDRS.

ED218499 CE033139

Beatty, Paulette T.; And Others

Determining How to Interpret Information. An Introduction to Needs Assessment. Special Community Service and Continuing Education Project. Final Report.

Texas A and M Univ., College Station. Coll. of Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date [81]

Grant-G007904214

Note-21p.; For related documents see CE 033 133-138.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Education; *Data Analysis; Data Collection; Definitions; *Educational Needs; Guidelines; Influences; Information Seeking; Information Sources; *Information Utilization; *Needs Assessment; *Research Methodology; Research Utilization; Search Strategies

Identifiers-Summarization

ED218585 CS006717

Cox, Beverly; Sulzby, Elizabeth

Evidence of Planning in Dialogue and Monologue by Five-Year-Old Emergent Readers.

Pub Date Dec 81

Note-22p.; Paper presented at the Annual Meeting of the National Reading Conference (31st, Dallas, TX, December 2-5, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Case Studies; Child Development; *Cognitive Processes; *Developmental Stages; *Early Reading; *Inner Speech (Subvocal); Kindergarten Children; *Language Acquisition; *Language Usage; Preschool Education; Reading Ability; Reading Readiness; Story Telling

Identifiers-*Conversation

A study investigated the linguistic development of three kindergarten children judged to be high, moderate, or low in emergent reading ability. Specifically, the study examined whether a developmental direction from dialogue to monologue exists in the children and whether a characteristic of thought termed "inner speech" underlies each discourse mode. The children were recorded on a number of occasions during a school year as they engaged in conversation (dialogue) and told stories (monologue). Transcripts of these recordings were then coded for dialogue and monologue effectiveness and for characteristics of inner speech. Results showed that for the high and low emergent reading

ED218626 CS207003

Ewald, Helen Rothschild
Error-Analysis for Correctness, Effectiveness, and Composing Procedure.
Pub Date [80]
Note-10p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education; *Error Analysis (Language); *Error Patterns; Evaluation Methods; Miscue Analysis; *Writing Evaluation; Writing Instruction; *Writing Processes

The assumptions underpinning grammatical mistakes can often be detected by looking for patterns of errors in a student's work. Assumptions that negatively influence rhetorical effectiveness can similarly be detected through error analysis. On a smaller scale, error analysis can also reveal assumptions affecting rhetorical choice. Snags in the students' actual composing activity can also be spotted through error analysis. Grammatical correctness or rhetorical effectiveness cannot be evaluated without considering the activity that presented the grammatical or rhetorical form as a possible solution to the problem of making a meaningful statement. The primary reason the cognitive activity must be considered is that remediation of incorrect or ineffective structures depends upon changing that activity and upon altering the

ED218647 CS207070

Pettegrew, Barbara S.

Context and the Assessment of Communicative Competence.

Pub Date Mar 82

Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Child Language; Cognitive Processes; Connected Discourse; *Context Clues; Grade 1; Language Processing; *Language Research; *Linguistic Performance; *Linguistic Theory; Narration; Primary Education; Reading Research; *Sociolinguistics

Identifiers-*Syntactic Complexity

A study explored context effects on two selected indexes of communicative competence in the narrative language of a sample of first grade children. The 30 subjects each completed 2 tasks--the retelling of a story that had been read to them and the dictation of an original story. These narratives were recorded and analyzed for linguistic competence as indexed by a measure of syntactic complexity (average T-unit length) and for sociolinguistic competence as indexed by the subjects' use of reference in their narratives. The results indicated that for the subjects, both the syntactic complexity of language used and the ability to use reference appropriately varied with the context.

ED218690 CS503892

Allen, Jerry L.; And Others

A Comparison of Communication Apprehension in Basic Studies and Non-Basic Studies Students.

Pub Date May 82

Note-12p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Hartford, CT, May 6-9, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students; *Communication Apprehension; *Communication Problems; *Communication Research; *Communication Skills; Comparative Analysis; Higher Education; Interpersonal Competence; *Nontraditional Students; *Sex Differences

Identifiers-Interpersonal Communication

A study compared the communication apprehension of basic studies (underprepared) and nonbasic studies college students in four contexts: (1) group, (2) interpersonal, (3) meetings, and (4) public communication. Subjects were 238 male and 209 female undergraduate students enrolled in the required basic communication course at the University of Bridgeport (Connecticut). A Likert-type instrument was used to assess levels of communication apprehension over the four contexts. Results indicated no difference in male and female students

ED218832 EC142790

Hershberger, Ann M.

A Study to Determine the Effectiveness of Local Interagency Agreements and Identify Their Costs. Final Report.

SRI International, Menlo Park, Calif.

Spons Agency-California State Dept. of Education, Sacramento. Div. of Special Education.

Pub Date 30 Sep 81

Grant-41-B355-81-3293-7100

Note-64p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Agency Cooperation; *Coordination; Delivery Systems; *Disabilities; Elementary Secondary Education; School Districts; *Services; State Standards

Identifiers-*California

The usefulness and costs of California state/local interagency agreements made to comply with P.L. 94-142, the Education for All

ED218877 EC143142

Mitra, Sudhansu B.,

Deinstitutionalization of Mentally Retarded People: Key Trends and Patterns.

Pub Date May 80

Note-20p.; Adapted from a paper presented at the Annual Meeting of the American Association on Mental Deficiency (104th, San Francisco, CA, May 11-16, 1980).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Community Programs; *Deinstitutionalization (of Disabled); *Federal Legislation; Literature Reviews; *Mental Retardation; Trend Analysis

The paper examines select state plans of deinstitutionalization, mandated by federal regulations. The current status and projected needs of programs and services for mentally retarded people are reviewed in particular to find out the states' guidelines in implementing the deinstitutionalization efforts. The review covers community residential living arrangements, community programs in training/employment, and community education. Areas of further research and training are suggested. It is concluded that the priority services mandated by P.L. 95-602 in the areas of alternative community living arrangement, case management, and nonvocational social development services are particularly designed to meet the needs of mentally retarded persons on

ED218942 FL013002

Cheng, Chin-Chaun; Sherwood, Bruce

Technical Aspects of Computer-Assisted Instruction in Chinese.

Illinois Univ., Urbana. Language Learning Lab.

Pub Date 81

Note-15p.

Available from-Not available separately, see FL 012 990.

Document Not Available from EDRS.

Descriptors-*Artificial Speech; *Chinese; *Computer Assisted Instruction; Computer Graphics; *Display Systems; Intonation; Letters (Alphabet); Online Systems; *Orthographic Symbols; Phonetics; Phonology; Programed Instructional Materials; Second Language Instruction; *Speech; Teaching Methods; Written Language

Identifiers-*PLATO IV

Computer assisted instruction in Chinese is considered in relation to the design and recognition of Chinese characters, speech synthesis of

ED218731 EA014741

Evaluation of Operation and Effects of Title IV Expenditures in Utah. Final Report, Volume 2: Appendices.

Wasatch Inst. for Research and Evaluation, Logan, UT.

Spons Agency-Utah State Office of Education, Salt Lake City.

Pub Date Feb 82

Note-179p.; For a related document, see EA 014 740.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Elementary Secondary Education; *Evaluation Methods; *Federal Aid; *Federal Programs; Grants; Interviews; Models; Program Development; *Program Evaluation; Program Proposals; Questionnaires; Records (Forms); Reports; School Districts; State Surveys

Identifiers-*Elementary Secondary Education Act Title IV; *Utah

ED218811 EA014882

The Role of a School Board Member in the Education of Children with Handicapping Conditions. Revised.

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.

Pub Date Jun 82

Note-40p.; For related documents, see ED 215 454, ED 192 497, and EA 014 829.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Access to Education; *Advisory Committees; *Board of Education Role; *Boards of Education; *Disabilities; Elementary Secondary Education; Handicap Identification; Individualized Education

ED218961 FL013056

Majhanovich, Suzanne

A Systematic Approach to the Development of Aural Skills for ESL Students.

Pub Date Aug 81

Note-15p.; Paper presented at the International Conference on Foreign Language Education and Technology (1st, Tokyo, Japan, August 18-21, 1981).

EDRS Price - **MF01/PC01 Plus Postage.**

ED218982 FL013099

Foreign Language Experience in the Elementary School: German.
Anne Arundel County Public Schools, Annapolis, Md.
Pub Date Sep 80
Note-36p.; For related documents, see FL 013 100-101.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Class Activities; Classroom Techniques; Cultural Awareness; Dialogs (Language); Educational Games; Elementary Education; *Fles; *German; Listening Skills; Pronunciation Instruction; Second Language Instruction; *Second Language Programs; Units of Study

Guidelines for teaching German in the elementary school are presented. The program is designed to develop the skills of careful listening and accurate pronunciation and to provide pleasurable learning experiences

ED218999 HE015208

DeWitt, Robert C.

A Review of the Continuing Orientation Course (LA 297 B) Offered for Social Security Students During the 1982 Spring Term, The Pennsylvania State University, Beaver Campus.

Pennsylvania State Univ., Monaca. Beaver Campus.
Pub Date 16 Jun 82
Note-40p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Articulation (Education); Career Planning; *College Admission; Course Content; Course Evaluation; *Early Admission; Grading; Higher Education; *School Orientation; State Universities; Student Attitudes; Student Characteristics; Student College Relationship; Student Financial Aid; Study Habits
Identifiers-*Pennsylvania State University Beaver Campus; Social Security

A continuing orientation course offered by Pennsylvania State University, Beaver Campus, for "social security students" during the 1982 spring term is reviewed in terms of course content, student characteristics, the use of undergraduate group facilitators, the grading system, and students' evaluations of the course. The course was offered for early admissions students in reaction to President Reagan's announcement that students would not be eligible for social security benefits unless they were enroll full-time at a college or university by May 1, 1982. The course covered time management, self-assessment/university orientation, listening skills, notetaking, textbook reading, preparing for exams, library orientation, decision making/goal setting, mid-term, alcohol awareness, student organizations, career planning, human sexuality, and financial aid/registration. Students were asked to write a brief autobiography about themselves and were required to research an occupation of interest and to document qualifications and other pertinent information. A term project and group meetings and projects were also components of the course. Six sophomore undergraduates served as group facilitators. It was found that 40 of the 48 students had a cumulative average of 2.0 or above and 16 had a cumulative average of 3.0 or above. Information is presented on student opinions regarding: course scheduling, majors, sources of academic information, money, housing, social activities, extracurricular programs, and miscellaneous concerns such as health care. Data on educational background and academic and occupational aspirations for the students are also presented. A course syllabus, sample course test, and course evaluation results are appended. (SW) percent of the respondents indicated that they would have enrolled in a classroom-setting program had SUN not been available to them, and most of these said they would have enrolled in a 4-year university or college in Nebraska. The findings also support the view that participation in a college-level distance education program is, for many adult enrollees, instrumental in encouraging them to continue their education, often in a more traditional, on-campus program. The survey results provide a variety of indicators that participation in the SUN program had been a major factor in effecting a positive disposition toward continuing adult education among the respondents. It is concluded that the SUN program has not resulted in a discernible decrease in on-campus college programs in Nebraska. A questionnaire is appended. (SW)

expansion of existing efforts to enhance the quality of instruction at the university. The Office of Instructional Development has provided direct assistance to faculty and staff members by providing resource materials on teaching, consultation, and assistance in instructional development projects. The office provides a central, formalized source of consultation for faculty and staff regarding teaching, and also has sponsored workshops and seminars. The Office has assisted in the following instructional development projects: science education, academic skills, honors, instructional media, and graduate courses related to college teaching. The Bush grants an matching university funds have also made it possible to fund projects: 27 faculty projects and 33 faculty members are identified, along with the project grant awards, and similar information is provided for 39 instructional development contracts in the areas of curriculum, instructional materials, interdisciplinary activities, professional development, department instructional planning, and faculty resources for instructional development. Ten faculty members and their activities and salaries during sabbatical leaves funded through the project are identified. Attention is also directed to advocacy efforts, the organization and governance of faculty development, results of a formal evaluation covering 18 months of the overall program, and future directions. The results of questionnaires on the visibility of faculty development work and faculty expectations are discussed. (SW)

campuses closed, incinerated, or converted to housing for refugees or felons--higher learning unable to adapt; and (4) a widespread admission of an ignorant society where learning needs have outdistanced attainments, with universities becoming the center of the conscious search for new paradigms, more adult and part-time learners and less credit and credentials, correction of biases in professional schools toward big technology and overly hierarchic services, and a center for integrative future studies on every campus. The two positive scenarios (numbers one and four), reflecting the positive realization of the two post-industrialisms, are given a probability of 10 percent each, and the two negative scenarios have a probability of 40 percent each. (Author/SW)

ED219067 IR010281

Seidenberg, Edward

Library Services and Construction Act. Long Range Plan, 1982-1986 Updates.

Texas State Library, Austin.
Pub Date Mar 81
Note-211p.; For related document, see ED 191 481.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Evaluation Methods; Federal Programs; Information Needs; *Library Cooperation; Library Facilities; *Library Networks; Library Planning; *Library Services; *Long Range Planning; Program Development; Resource Allocation; *Shared Services; State Libraries
Identifiers-*Library Services and Construction Act

This 1982-86 update to long-range planning designed to continue the improvement of library facilities and services in Texas includes a review of how the plan developed, the various environmental factors affecting library operations, the present development of libraries, information needs and approaches to satisfying those needs, and methods for evaluating established programs. This update includes input from long-range plans prepared by the library systems working in tandem with their elected advisory councils, as well as a discussion of the new formal relationships developed between academic institutions and public libraries and between academic institutions and service areas of the Texas State Library. Elements of the plan are addressed in separate sections: purposes, library needs and plans of action, evaluation and criteria, dissemination of Library Services and Construction Act (LSCA) information, coordination of LSCA programs with institutions of higher education and public schools, policies and procedures for allocation of Title I funds, Title II construction program criteria, and Title III demonstration of interlibrary cooperation. A map of the Texas regional library system and the Texas Library Association districts is provided. (RAA)

ED219089 IR050072

Houston, Jim, Ed.

Vocabulary Development and Maintenance--Descriptors. ERIC Processing Manual, Section VIII (Part 1).

Educational Resources Information Center (ED/NIE), Washington, DC.; ERIC Processing and Reference Facility, Bethesda, Md.; ORI, Inc., Bethesda, Md. Information Systems Div.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Nov 81

Contract No-400-81-0003

Note-160p.; Loose-leaf, updated continuously. One module of the ERIC Processing Manual (IR 050 065).

Available from-ERIC Processing and Reference Facility, 4833 Rugby Ave., Bethesda, MD 20814 ($3.75).

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-Databases; Documentation; Information Retrieval; Information Storage; *Lexicography; Library Technical Processes; *Subject Index Terms; *Thesauri; *Vocabulary Development

Identifiers-*ERIC; *Thesaurus of ERIC Descriptors

Comprehensive rules, guidelines, and examples are provided for use by ERIC indexers and lexicographers in developing and maintaining the "Thesaurus of ERIC Descriptors." Instructions are included for adding new Descriptors and modifying existing terminology; procedures for justifying these actions are provided, as well. Definitions and functional descriptions are given for the general concepts of "thesaurus" and "descriptors" and for the individual elements included in a standard, structured thesaurus unit, i.e., Main Terms, Descriptor Groups, Scope Notes, UF/USE References, Narrower Terms, Broader Terms, and Related Terms. The purpose and use are described for each of the four sections of the ERIC Thesaurus: Alphabetical Display, Rotated Display, Hierarchical Display, and Descriptor Group Display. Discussions are provided on the use and control of educational terminology, both generally and within the context of the decentralized ERIC Clearinghouse network. Other details are included on the historical development of the ERIC Thesaurus, as well as the present-day Vocabulary Development Program that is involving all ERIC components and users in the ongoing activities of Thesaurus development. (JH) rearing; (4) educational practices; (5) social customs regarding marriage and divorce; (6) funeral rites; (7) the role of religion in Vietnamese society; (8) Vietnamese food, which includes recipes, food preferences, and typical Vietnamese meals; (9) popular and traditional styles of dress; and (10) aspects of the Vietnamese language and the difficulties encountered by Vietnamese immigrants in learning English. The booklet concludes with a discussion by Joan Serverson on the influence of Vietnamese literature, a selection of Vietnamese poems, and a list of resources. Supplementary material provides bibliographies on Vietnamese clothing, the Vietnamese role in the United States, Vietnamese language and education, food and nutrition, and cross-cultural materials. (HB)

ED219126 PS012937

Almy, Millie; And Others

Recent Research on Play: The Perspective of the Teacher.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date 82
Contract No-400-78-0008
Note-43p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume V, 1982, Lilian G. Katz, Editor.
Available from-Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Development; Dramatic Play; Early Childhood Education; Guidelines; *Individual Differences; *Kindergarten Children; Literature Reviews; *Play; *Preschool Children; Preschool Curriculum; Pretend Play; *Teacher Role; Theories

This paper provides an extensive discussion of children's play, including examination of theoretical, developmental, measurement, and classroom or playgroup perspectives for teachers of children between the ages of 2 and 6 years. The first section offers a brief overview of theories of play and describes several distinguishing features of play, such as intrinsic motivation and attention to means rather than ends. The development of play behavior is discussed in the second section. Specific attention is given to sensorimotor play and, more extensively, to aspects of symbolic play such as self/other relationships, object substitution, and dramatic and constructive play. The third section discusses factors contributing to individual differences in play behavior: handicaps, gender, and childrearing influences. Suggestions as to how teachers can facilitate children's play are given in the fourth section; in addition, the problem of justifying the inclusion of play in the preschool curriculum is discussed. (RH)

parental interest and involvement, numbers of gifted and talented students, the prominence and needs of special education students, career and guidance concerns, interdisciplinary interests, and general teacher and administrative support and creativity. Introductory remarks assert that these programs can be readily implemented in other classrooms because they require little money and demand of the teacher no formal training in nutrition. (RH)

ED219148 PS012963

Working with Community Resources: A Guide for Child Care Centers.
New Jersey State Dept. of Education, Trenton. Div. of School Programs.; New Jersey State Dept. of Human Services, Trenton.
Spons Agency-Office of Human Development (DHEW), Washington, D.C.
Pub Date May 79
Grant-OHD-H-2C185-B
Note-19p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Resources; *Coordination; *Day Care Centers; Early Childhood Education; Educational Diagnosis; Guidelines; Parent School Relationship; *Recordkeeping
Identifiers-*New Jersey

The purpose of this guide is to assist child care personnel in finding and working with community resources. Aspects of setting up a resource system are discussed, including establishing responsibilities, identifying needs, locating resources, cooperating with other centers, and contacting resource agencies. Suggestions are made for keeping records to help document the need for the use of a community resource. Also described are categories of information to be kept on administrative records, the emergency card file, each child's individual file, parents' inquiry file, and a community resource file. Guidelines for informing parents about center policy concerning referral of children to resource agencies and for making observations of children to identify special needs are provided. Concluding comments focus on dissemination of information in order to use resources effectively and the evaluation of resource agencies. A sample resource card form, a sample emergency form, and brief descriptions of New Jersey state departments which serve young children are appended. (RH)

the United States District Court for the District of Arizona in the cases of "Fisher v. Lohr" and "Mendoza v. Tucson School District No. 1." Study VI examines the migration of Spanish-surnamed households from Tucson's south and west sides to the east side from 1946-1965, and their subsequent residence to 1975. In Study VIII, the differential dispersion of Spanish-surnamed households into Tucson's east side from the west and south sides in the mid-1950's is investigated. Study VIII explores the recent immigration of alien Mexicans as a significant factor in the impaction of Spanish-surnamed people in certain parts of Tucson during 1976. The "Platoon System" (1923-1942), an effort at special programming to meet language needs beyond the 1-C grade, is discussed in Study IX, which was undertaken as a companion to two other studies to increase understanding of the problems of programming for language differences in the 1920's and 1930's and to clarify the solutions sought in those decades. Begun after the trial commenced on January 11, 1977, the last study examines the Menlo Park School ethnicity patterns from 1918 to 1946. (NQA)

rights, liberties, and obligations of citizens, developing an awareness of outcomes identified in crime and drug education, understanding the free enterprise system, and applying values that lead to skill in human relationships and effective citizenship. The guide uses discussions, rank ordering, games (Crime and Punishment Rummy), work and situation sheets, role playing, and various exercises to approach the concepts of sharing feelings, the need for rules, decisions and their effect, people in authority, code of behavior, criminal behavior, friendship and rational decision making, and ideas and consequences. The Story of Willie is used to illustrate various concepts. Using experiential methodology, the guide provides a means of implementing the present social studies requirement that decision making and critical thinking skills be developed within the existing social studies curriculum. (BRR)

Three characteristics needed for solving conflicts are suggested: Indian self-determination and sovereignty be preserved/strengthened; solutions be flexible and involve both state and tribal authorities in the decision-making process; and solutions be individually tailored on a community-by-community basis. Concluding recommendations also provide two approaches to assist in resolution of conflict, i.e., intergovernmental agreements and optional direct funding. (AH) proficiency in science (APS) as determined by an achievement test in high school physics and chemistry and 2) sex. Instruments designed to measure absolute and relative levels of anxiety specific to the teaching of science (ASTS, RATS) were administered. Findings indicate that neither of the method courses was superior to the other, based upon ASTS and RATS scores. (DC)

ED219248 SE038746

Suydam, Marilyn N., Ed.

Research on Mathematics Education Reported in 1981.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.; National Council of Teachers of Mathematics, Inc., Reston, Va.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No-ISSN-0021-8251
Pub Date Jul 82
Contract No-400-78-0004
Note-85p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Abstracts; Achievement; Annotated Bibliographies; Attitudes; *Doctoral Dissertations; *Educational Research; Elementary Secondary Education; Higher Education; Learning Theories; Mathematics Achievement; Mathematics Curriculum; *Mathematics Education; Mathematics Instruction; *Periodicals
Identifiers-*Mathematics Education Research

This is the 12th annual listing of research on mathematics education. The research noted is alphabetically organized by author(s) within the following three categories: (1) research summaries; (2) journal-published reports; and (3) dissertation abstracts. Grade or age level is indicated for each reference. Included in the listing are studies in which mathematics education was not the sole or primary focus of research. While most of these peripheral studies are not annotated, those specific to mathematics are. Most annotations indicate one principle finding of the study. A list of the journals searched is provided, and the number of references from each cited journal is noted. An index of general topics is appended to help readers locate studies of particular interest. (MP) sequence of the energy education curriculum, summary of the nine units (including unit number and subject area/topic emphasis), unit format, and a matrix indicating how units/lessons can be incorporated into the existing curricula. Strategies for infusing/relating learning to living, school-wide challenges, lifestyle activities, awareness activities, sources of selected references and materials, and a bibliography are also provided. (Author/JN)

emphasis on the personal dimensions of learning and development is likely to be complemented by a recognition of the social aspects of education, work, and play. The second area to be affected is the societal aims and expectations of education. Nearly all societal institutions may become involved in continuing education. An essential role of educational institutions may be to teach students how to learn. Third, educational theory, research, and practice may be expected to incorporate the findings of human consciousness research. For example, the physical environment, including lighting, color, noise, and seating patterns, is likely to be deliberately designed to achieve specific psychological or educational effects rather than being allowed to unconsciously constrain learning and performance. (RM)

ED219308 SO014137

Dean, Susan, Comp.

A Complete Bibliography of Materials Pertaining to the United States Virgin Islands Available in the Schomburg Center for Research in Black Culture.

New York Univ., N.Y.

Pub Date Apr 82

Note-7p.; Prepared at the Metro Center.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Archaeology; *Black Culture; Folk Culture; Government (Administrative Body); Industrialization; Latin American History

Identifiers-*Virgin Islands

Sixty-nine books and governmental reports published between 1843 and 1977 are listed in this bibliography on the U.S. Virgin Islands. It was compiled for persons seeking research information on black culture. Among the subjects included in the bibliography are Virgin Island folklore, archaeology, industrial development, and history. A 1917 census, the establishment of a civil government, and the employment of laborers of African extraction in the Virgin Islands are examples of topics covered in the citations listed on governmental reports. The bibliography is arranged in alphabetical order by author. (NE)

Education; High Schools; Information Sources; Prediction; *Public Policy; Research Design; Resource Materials; *Skill Analysis; *Social Problems; Social Values; Statistical Analysis

This publication will help high school and college students develop policy analysis skills and techniques and apply these to important public issues. A public policy issue is defined as a disagreement between two or more elements of a society over the way that the society's government deals with a given situation. There are six chapters. Chapter one deals with the basic concepts necessary to analyze public policy issues. Discussed are organizing information and values on public policy issues and types of public policy analysis including monitoring, forecasting, evaluation, and prescription. Chapters two and three discuss the acquisition of information necessary for the analysis. Chapter two explores the use of many different data sources valuable in acquiring information including dictionaries and encyclopedias, journal articles, almanacs, newspapers, government documents, and microforms. Chapter three deals with surveys and interviews. Chapter four explores the application of descriptive statistics in the analysis of public policy issues. Chapter five concerns benefit-cost analysis of proposed public policy issues and the use of scientific and quasi-scientific research designs in the analysis of public policy. The concluding chapter discusses the Prince Political Accounting System which is a technique for assessing the impact of various individuals, groups, and organizations on public policy decisions. (RM)

ED219348 SP020316

Boros-Kazai, Andrew

Hungarian Folk Arts and Crafts. Educational Curriculum Kit 6.

Hungarian Ethnic Heritage Study, Pittsburgh, PA.

Spons Agency-American Hungarian Educators' Association, Silver Spring, Md.; Office of Elementary and Secondary Education (ED), Washington, DC. Ethnic Heritage Studies Program.

Pub Date 81

Note-32p.; For related documents, see SP 020 311-320.

Available from-Paul Body, 5860 Douglas St., Pittsburgh PA 15217 ($1.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Architecture; *Art Activities; Clothing Design; Community Resources; *Creative Expression; Elementary Secondary Education; *Folk Culture; Foreign Countries; *Handicrafts; Woodworking

Identifiers-*Hungary

This booklet provides a brief introduction to Hungarian arts and crafts. A discussion of the historical development and characteristics of Hungarian folk art supplies the background for a section in which regional styles of Hungarian folk art are described (Transdanubia, the Highlands of northern Hungary, Transylvania, and the Great Hungarian Plain.) Section four presents descriptions and illustrations of Hungarian folk art, including structures, furniture, carving, pottery, metalwork, leatherwork, folk costumes, and embroidery. The availability of Hungarian folk art collections in the Pittsburgh (Pennsylvania) area is cited, and a selected bibliography is included. (JD)

ED219370 SP020564

Troen, Philip; And Others
Contraceptive Development.
Pub Date 81
Note-41p.; In: Child Health and Human Development. An Evaluation and Assessment of the State of the Science. For related documents, see SP 020 557, SP 020 560-562, SP 020 565-566, and ED 215 792-795.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Contraception; Family Planning; Health Education; Health Services; *Medical Research; Pharmacology; *Research Needs

This report provides an overview of research activities and needs in the area of contraceptive development. In a review of the present state, discussions are offered on the effectiveness and drawbacks of oral contraceptives, intrauterine devices, barrier methods, natural family planning, and sterilization. Methods of contraception that are in the experimental stage include regulation of male and female fertility and anti-fertility vaccines. Reports are given of research and clinical studies that are being carried out with the aim of improving barrier contraception, abstinence, and sterilization. A review is also presented of current research supported by the National Institute of Child Health and Human Development. Descriptions are given of future research needs for developing safe, effective, and convenient methods of contraception. These include needs for both clinical trials and laboratory research and further exploration of delivery systems for progestational and steroidal drugs and peptides. A section on resource requirements discusses aspects of product development and links between private and public health agencies, including administration of programs, fiscal matters, patent rights, and liability insurance. An appended bibliography contains 70 references. (JD) description includes the course title and number: the length of the course, and where and when it was offered; the course objectives; the type of instruction; and recommendations about the type and amount of college credit that should be granted to those who have taken the course. Keyword and course number indexes to the course descriptions are provided. In addition, the Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Tests are listed, along with recommendations for the amount of college credit that should be granted to those who passed the tests. (BW)

ED219415 TM820426

Cook, Linda L.; And Others

A Study of the Temporal Stability of IRT Item Parameter Estimates.

Pub Date Mar 82

Note-49p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Achievement Tests; Aptitude Tests; Equated Scores; *Item Analysis; *Latent Trait Theory; *Test Items; *Test Reliability

Identifiers-*Item Parameters; Scholastic Aptitude Test

Data from the Scholastic Aptitude Test-Verbal (SAT-V), SAT Mathematics (SAT-M), and Achievement Tests in Biology, American History, and Social Studies were used for this study. The temporal stability of item parameter estimates obtained for the same set of items calibrated for different examinees at different times was analyzed. It was believed that greater time lapses in test administrations would result in greater differences between item parameter estimates obtained from test administration data. The type of test probably influences the stability of item parameter estimates. Parameter stability is affected by the fit of the data to the model. Aptitude test items were a better fit to the three parameter model. Stability of item parameter estimates was influenced more by differences in group ability than by the length of time between administrations. The item parameter estimates obtained for aptitude test data (SAT-V and SAT-M) had a higher degree of stability than those estimated for achievement tests. Items should be re-calibrated periodically to ascertain if parameter estimates have remained valid for a particular application and examinee population. (DWH)

ED219437 TM820455

Gustafsson, Jan-Eric; And Others

A General Model for the Organization of Cognitive Abilities. [Report] 1981:06.

Goteborg Univ., Molndal (Sweden). Dept. of Education.

Spons Agency-National Swedish Board of Education, Stockholm.; Swedish Council for Research in the Humanities and Social Sciences, Stockholm.

Pub Date 81

Note-138p.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Ability Identification; *Cognitive Ability; Data Analysis; *Factor Structure; Grade 6; *Intelligence; Intermediate Grades; *Models; Sex Differences; Visualization

Identifiers-*Cattell Horn Fluid and Crystallized Ability Theory; Crystallized Intelligence; Exploratory Factor Analysis; Fluid Intelligence; LISREL Computer Program

The report addresses the question of the structure of cognitive abilities, i.e., how many different abilities should be identified and the relations between abilities. Models suggested by Spearman, Thurstone, Guilford, Vernon, Cattell-Horn and others are reviewed. By combining features of the Vernon and Cattell-Horn models it is possible to construct a more general model, of which most other models are special cases. An empirical study is presented in which a test battery of 16 tests was administered to some 1200 pupils in the sixth grade. The test battery was designed to reflect the Cattell-Horn factors fluid intelligence (Gf), crystallized intelligence (Gc), and general visualization (Gv). A sequence of LISREL-models is presented in which the suggested model for the organization of abilities is tested. Good support is obtained for the model. In relation to interpretations of G (or Gf), it is proposed that this factor represents the ability to create and execute new assemblies of processes. Gc and Gv are interpreted to reflect the ability to process verbal and figural information, respectively, both as a function of the specific processing requirements posed by these types of information, and as a consequence of previously acquired knowledge. (Author/PN) comprehension trends; and indicating remediation needs for success on the Regents Competency Test in Reading. The Reading Test consists of 11 nonfiction prose passages on selected topics organized into 77 test items formed by passage deletions requiring responses. The Degrees of Reading Power (DRP) test items' relationship to cloze procedures are shown. The test materials, preparation procedures, specific directions for administering the test, and recommendations for handscoring are discussed. In interpreting the results, the role of the State Reference Point cutoff for remediation is presented. Discussions of DRP methodology in instructional use, prose difficulty and readability scales: the validity and reliability of the test; and problems with grade-equivalent and grade-level readability scores cover the technical characteristics of the reading test. (CM) high school graduation by students' sex, ethnic group, and disabilities; information on facilities for the handicapped; and data on student participation in mixed and single-sex school programs. Table 2 includes the survey data on which the table 1 projections were based, additional information programs for pregnant students and classroom data by subject code. Table 3 shows school and school district minority compositions. Tables 4, 5, and 6 indicate minority/non-minority participation in various programs and activities. Table 7 shows classroom enrollments in selected subjects by the percent minority composition of the class. Table 8 indicates the provision of bilingual services by race/ethnic group. Table 9 shows the distribution of special education programs by specific types of disabled students. Finally, the tables 11 and 12 present the distribution of students in single sex classes and single sex athletic teams. (Author/MJL)

ED219495 UD022489

Shore, Rima, Ed.; And Others

Thomas Jefferson High School Effective Transition of the Bilingual and Bicultural Student to Senior High School. E.S.E.A. Title VII Final Evaluation Report, 1980-1981.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
Pub Date 81
Grant-G007804522
Note-56p.; For related document see ED 202 956.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement; Attendance; *Bilingual Education Programs; Business Education; Cultural Education; English (Second Language); High Schools; *Hispanic Americans; *Limited English Speaking; Mathematics Achievement; Native Language Instruction; *Program Effectiveness; Program Evaluation; Program Implementation; School Counseling; Science Instruction; Social Studies; Student Attitudes; *Transitional Programs
Identifiers-Elementary Secondary Education Act Title VII; New York City Board of Education

Project E.T.B.B.S., a bilingual education program designed to accelerate the transition to English usage among Spanish-speaking high school students of limited English proficiency, is described in this report. As implemented in 1980-81, the project provided instruction in English as a second language, native language instruction, bilingual education in academic subject areas, and guidance to 197 Hispanic students in grades nine through twelve. The report. describes program goals and organization; participant characteristics; student placement; instructional services; non-instructional program components such as curriculum and staff development, guidance/supportive services and community involvement; program implementation; and program evaluation. Evaluation results indicate that: (1) students mastered English syntax objectives in accordance with program goals; (2) on the average, students demonstrated native language reading achievement gains; (3) the criterion objective of a 65 percent passing rate was generally met in science and social studies but not in mathematics, native language arts, business education, practical arts, and music; and (4) program participants had higher attendance rates than the school as a whole. The report suggests that the program might be improved through integration of the project within the total school program and through increased staff development efforts. (Author/MJL)

ED219015 HE015261

Finkelstein, Martin J.

Women and Minority Faculty: A Synthesis of Extant Empirical Researchers.

Pub Date Mar 82
Note-73p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Rank (Professional); *Black Teachers; *College Faculty; Comparative Analysis; Employment Opportunities; Females; Higher Education; Intellectual Disciplines; Males; *Minority Groups; Productivity; *Racial Discrimination; Salary Wage Differentials; *Sex Discrimination; Teacher Evaluation; Teacher Salaries; Teacher Selection; Whites; *Women Faculty

The current status of women and minority faculty is briefly reviewed, and alternative explanations for patterns of differences that exist are identified. Although female faculty have gained in their proportionate representation during the 1970s, they still lag behind their strength of a half century ago. In addition, female scholars tend to be segregated by discipline, and are disproportionately represented at the lower ranks, reflecting the recent infusion of new hires during the 1970s. Compensation for female scholars has been at a rate averaging 20 percent below their male colleagues. The current status of black faculty is characterized by the following: blacks as a group have made considerably less progress than women in infiltrating the academic profession, although they began in the 1970s to infiltrate predominately white institutions on a larger scale than before; black faculty are concentrated chiefly in education and several areas of the social sciences; they have tended to be concentrated in the lower ranks and isolated from a major role in institutional administration and governance; and in the area of compensation, black faculty, especially females and the most prolific publishers, began to do well by the early 1970s. Three principle sources of evidence are available to test the thesis that overdiscrimination is responsible for the differential status of women and black professors in comparison to that of white males: studies on hiring decisions, studies of discriminatory attitudes on the part of majority males, and studies of inequity in the distribution of salary. A second thesis to account for status differences based on differential levels of performance and productivity is examined. A bibliography is appended. (SW)

ED219048 HE015326

Miller, James L., Jr.; Erwin, J. Michael

Analysis of College Closings. ASHE Annual Meeting 1982 Paper.

Pub Date Mar 82

Note-40p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 2-3, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Administrator Role; *College Environment; Decision Making; Financial Problems; *Higher Education; Industry; Institutional Research; Literature Reviews; *Models; Needs Assessment; Organizational Climate; *Retrenchment; *School Closing

Identifiers-*ASHE Annual Meeting

A model for the analysis of college closing is tested and illustrated using the existing literature of college closings. Since the literature on college closing provided little analysis or material upon which theory might be developed, attention was directed to the work that has been done on the somewhat parallel subject of the closing of industrial plants. Erwin and Gordus's model of industrial plant closing was revised and expanded. The model assumes a sequential process through time that roughly approximates a series of four overlapping stages. The first stage includes the environmental and organizational factors that must be assessed in order to determine the basis on which the closing decision is made. In the second stage, the focus is on who makes the decision to close and what, if any, related decisions are made on how to close. In the third stage, the response to the college closing is isolated and examined. A key component of this stage is the organization's response to closing or closing programs. The model dictates the examination of interrelationships within stages as well as among stages. In the fourth stage, the focus is upon how individuals, organizations, and external groups are affected by a closing. The model's elements are examined in detail and the existing literature on college closings is reviewed within a framework provided by the model. It is concluded that there is a need for research that will test the model against reality, use the model to examine college closings, and in general provide a fuller description and explanation of the process. (SW)

ED219108 JC820363

Bell, Ida; And Others

Cultural Vignette: Black Americans.

San Diego Community Coll. District, Calif.

Spons Agency-California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date [81]

Note-45p.; Developed under a grant from the California Community College Fund for the Improvement of Instruction. For related documents, see ED 217 903 and JC 820 363-364.

Available from-Multicultural East San Diego Adult Center, 5348 University Avenue, San Diego, CA 92105 ($9.00 for the complete Ethnic Heritage Search Kit).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Black Culture; Black Dialects; *Black History; *Blacks; Clothing; Food; Racial Relations; Slavery; United States History

Developed as part of a multicultural research project conducted in the San Diego Community College District, this booklet presents the findings of an eight-member research team about various elements of Black American culture and history. The booklet begins with a brief history of Black Americans from the time of the arrival of the first slaves to the present day and includes an outline of changing racial attitudes and practices. The discussions that follow cover family life among slaves, the roles of male and female slaves, and the effects of slavery on Black Americans' self-esteem. The next sections discuss the relative privileges of freed slaves, the changes brought about by emancipation, the economic position of Blacks in the late 19th century, and the role of religion and education in the Black community. The following sections briefly consider educational, political, and cultural changes that have taken place during the 20th century. The next sections deal with the holidays celebrated by Black Americans; traditional foods and cooking styles, including recipes for the preparation of popular Black American foods; the differences between Black English and standard English and arguments for and against teaching Black English; and variations in clothing and their origins. The booklet concludes with annotated bibliographies of relevant social sciences and sociological resources and additional bibliographies citing materials on Black foods and language arts. (HB)

ED219169 RC013032

Kuipers, Judith L.; and Others

Occupational and Educational Goals of Rural Appalachian Children and Their Mothers. Bulletin 588.

Tennessee Univ., Knoxville. Agricultural Experiment Station.
Spons Agency-Department of Agriculture, Washington, D.C.
Pub Date Mar 79
Note-39p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Aspiration; Comparative Analysis; Dropouts; *Educational Attitudes; Elementary Secondary Education; Expectation; Longitudinal Studies; *Mother Attitudes; *Occupational Aspiration; *Parent Influence; Rural Family; *Rural Youth
Identifiers-Appalachia; *Tennessee

A sample of 176 Tennessee children and their mothers were studied in 1969 when the children were fifth or sixth graders and again in 1975 when they were eleventh or twelfth graders to determine changes in occupational and educational aspirations and expectations along with possible causes for such changes. Comparison of occupational aspirations and expectations showed that the percentage of students who aspired to professional-technical employment in 1969 had dropped to half that number in 1975. The percentage of those who expected such employment was even less. Educational goals also decreased, but to a lesser extent. Of those who aspired to post high school work in 1969, 62% were males and 60% females; in 1975, those percentages were 50% and 59%. Those who expected post high school work decreased to 27% and 30% respectively. Expectations for college work were 12% for males and 6% for females. Mothers' goals for their children showed similar patterns of decrease although mothers tended to have higher aspirations than their children, particularly for sons. By 1975, 28% of the boys and 43% of the girls had left school. Reasons given most often were dislike of school and lack of academic motivation. (Author/CM)

ED219187 RC013486

Francis, Linda E.

Citizen Me: An Experiential Curriculum for Citizenship Education. Level: Seven.

Harris County Dept. of Education, Houston, Tex.

Spons Agency-Texas Governor's Office, Austin. Criminal Justice Div.

Pub Date 79

Grant-JA-79-C03-5874

Note-95p.; For related documents, see RC 013 473-487.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Behavior Standards; *Citizenship Education; Citizenship Responsibility; *Community Development; Curriculum Guides; *Decision Making Skills; Elementary Education; Experiential Learning; Government Role; *Grade 7; Laws; Leadership; Role Playing; Simulation; *Social Studies; *Units of Study

Identifiers-Citizen Me Project TX

The Citizen Me Level Seven guide incorporates the project's goal of providing a curriculum which integrates concepts of basic citizenship education with community involvement through gaining an understanding of rights, liberties, and obligations of citizens, understanding the free enterprise system, and applying values that lead to skill in human relationships and effective citizenship. The 14 lessons deal with the process of establishing a community, with students working in small groups and role playing in positions of leadership in the community they settle. The lessons deal with such topics as leadership, citizen responsibilities, problem solving, and various aspects of government and the law, and are to be completed in sequence as each lesson builds on another. Role cards provide background information, traits/personality, and reasons for joining the group. Land data cards simulate various geographic settings. While the unit is appropriate as an introductory or culminating experience for colonization of Texas, the guide is timeless and can pertain to any frontier or new settlement in a future society.

(BRR)

ED219207 RC013513

Keys, John R., Jr.; Albin, Sheila A.

Guardianship For the Indian Elderly.

National Indian Council on Aging, Albuquerque, N. Mex.; Winston & Strawn, Washington, DC.

Spons Agency-Administration on Aging (DHEW), Washington, D.C.

Pub Date 79

Grant-90-A-989

Note-51p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*American Indians; *Cultural Awareness; *Legal Responsibility; *Older Adults

Identifiers-*Guardianship; Public Law 280 (83d Cong); *Tribal Courts

There are elderly Indians whose assets and property typically are not extensive enough to require or support the cost of a conservatorship. While a conservatorship intrudes on the authority of the elderly to manage their financial affairs, a guardianship removes an individual's most personal freedom of choice over movement and, therefore, it is important to maintain the distinction. While elderly Indians share many of the problems of elderly non-Indians with regard to guardianship, the possibility of unwanted guardianship in a legal forum which is not sensitive to the Indian culture can be truly disorienting for the individual. Tribal courts are clearly better suited to manage guardianship proceedings for elderly Indians because of the cultural insight and sensitivity the tribal judges and court personnel can bring to the determination. Under federal and state case law, tribal courts have exclusive jurisdiction over guardianship proceedings in non-Public Law 280 states. The Indian elderly have contributed tremendously to the preservation of Indian culture and history and, where guardianship is appropriate to provide needed care and protection, it should be managed with deep respect for persons to whom a great debt is owed. (ERB)

ED219227 SE037428

Keller, Edward L.

Population Projection. Applications of Linear Algebra to Population Studies. Modules and Monographs in Undergraduate Mathematics and Its Applications. UMAP Module 345.

Education Development Center, Inc., Newton, Mass.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date 80
Grant-SED-76-19615-A02
Note-34p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Mathematics; Computer Programs; Higher Education; Instructional Materials; *Learning Modules; *Mathematical Applications; Mathematical Models; Mathematics Instruction; *Matrices; Models; *Population Distribution; *Population Trends; Secondary Education; Secondary School Mathematics
Identifiers-*Linear Algebra

This unit, which looks at applications of linear algebra to population studies, is designed to help pupils: (1) understand an application of matrix algebra to the study of populations; (2) see how knowledge of eigen values and eigen vectors is useful in studying powers of matrices; and (3) be briefly exposed to some difficult but interesting theorems of linear algebra, such as the Perron-Frobenius Theorem. The material examines mathematical models that are aids in analysis and prediction. The unit includes exercises, with answers to these problems provided near the conclusion of the document. The module contains two appendices. The first provides a program written in BASIC which computes powers of a matrix. A sample run is also shown. The second appendix goes into further examination of the powers of a Leslie matrix. (MP)

ED219269 SE038776

Lessons from an Energy Curriculum for the Senior High Grades. Unit I - Energy Decision Making (Housing and Home Furnishings). Energy Education Curriculum Project.

Indiana State Dept. of Commerce, Indianapolis. Energy Group.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.

Spons Agency-Department of Energy, Washington, D.C.

Pub Date Apr 82

Grant-DE-F645-76CS-60038

Note-59p.; For related documents, see SE 038 775-784.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Conservation Education; Decision Making; Electrical Appliances; Energy; *Energy Conservation; Environmental Education; High Schools; *Home Furnishings; *Housing; Interdisciplinary Approach; *Learning Activities; Lighting; Physical Sciences; Science Activities; Science Curriculum; Science Education; *Secondary School Curriculum; Teaching Guides; Units of Study

Identifiers-*Energy Education; Indiana

Energy education units (consisting of a general teacher's guide and nine units containing a wide variety of energy lessons, resources, learning aids, and bibliography) were developed for the Indiana Energy Education Program from existing energy education materials. The units were designed to serve as an entire curriculum, resource document, supplementary materials, or as a laboratory manual of "hands-on" activities which could be infused into existing grades 9-12 curricula. Unit I, focusing on energy decision-making related to housing and home furnishings, consists of an introduction (rationale, unit objective, and general background information), five lessons, unit resources, bibliography and teacher evaluation form. Each lesson includes title, objectives, background information, activities, evaluation techniques, and resources. Titles of lessons are: (1) Water Heaters and Water Usage; (2) Home Lighting Plan - Which Conserves Energy; (3) Appliance Energy Use; (4) Caulking and Weatherstripping; and (5) Windows and Energy. (Author/JN)

ED219289 SO013922

Kasson, Cheryl G.

Expression of Emotions through Art: A Phenomenological Approach.

Pub Date Nov 81

Note-14p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Boston, MA, November 4-7, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Art Expression; Definitions; *Research Methodology; Self Expression

Identifiers-*Phenomenology

This paper examines phenomenological approaches to studying expressions of emotions through art. The author begins her discussion by defining the terms in the title. Expressions are controlled, deliberate gestures. Emotions are sensations which involve appraisals of something. Art is something consciously controlled by the artist. The creation of a work of art involves choice and deliberation. A phenomenological approach looks at the "lived experience" (an experience that is conscious and pre-reflective) of expressing emotions through one or more of the arts. The paper then looks at three types of bracketing which David Denton distilled from the phenomenological literature of the past 70 years and shows how each of these categories may be applied to the experience of expressing emotions through the arts. The types of bracketing are: (1) "cognitive" or the conscious, reflective act of setting aside accustomed perceptual sets and interpretive frameworks for the purpose of gaining a clear, new view of the phenomenon; (2) "existential" bracketing in which the fresh perception is occasioned by some interruption in the normal flow of events such as sudden death; and (3) "dramaturgical" bracketing in which forms of art are used to set aside every-dayness, to open new possibilities for perception, judgment, and interpretation. The paper then discusses a phenomenological approach which uses motion pictures to study the vocal and facial expressions of emotion. The paper concludes with a brief discussion of the ethical and methodological considerations for taking a phenomenological approach.

(RM)

ED219392 TM820275

Sullivan, Eugene J.; And Others

The 1980 Guide to the Evaluation of Educational Experiences in the Armed Services. [Volume] 2: Army.

American Council on Education, Washington, D.C.
Spons Agency-Department of Defense, Washington, D.C.
Report No-ISBN-0-8268-1444-1
Pub Date 80
Note-720p.; Marginally legible due to small print; For related documents, see TM 820 274-276.
Available from-Publications Division, American Council on Education, One Dupont Circle, Washington, DC 20036 ($12.00; all three volumes, $25.00).
EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Credits; *Course Descriptions; Equivalency Tests; Military Personnel; Military Schools; *Military Training
Identifiers-*Army; Defense Activity Non Traditional Education Support

For more than 35 years, this Guide has been the standard reference work for recognizing learning acquired in military life. All the courses offered by the Army are listed and briefly described. Each course description includes the course title and number: the length of the course, and where and when it was offered; the course objectives; the type of instruction; and recommendations about the type and amount of college credit that should be granted to those who have taken the course. Keyword and course number indexes to the course descriptions are provided. In addition, the Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Tests are listed, along with recommendations for the amount of college credit that should be granted to those who passed the tests. (BW)

ED219459 TM820494

Law, Alexander I.

Survey of Basic Skills: Grade 6. Rationale and Content.

California State Dept. of Education, Sacramento. Office of Program Evaluation and Research.

Pub Date 82

Note-150p.

Available from-Publication Sales, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802 ($2.00 for California residents)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Achievement Tests; *Basic Skills; *Educational Assessment; *Grade 6; Intermediate Grades; Item Sampling; Quantitative Tests; Reading Tests; State Programs; Testing Programs; *Test Use; Writing Evaluation

Identifiers-*California Assessment Program; *Test Content

This document presents more useful statewide testing as a rationale for a revision to the California Assessment Program (CAP). A brief description of the revision procedures, and an illustrative outline of the skills and concepts covered by CAP are included. Approximately 270 districts and counties participated in the test development process to ensure that the test would reflect both the statewide curriculum frameworks (reading, mathematics, or English language) and the intermediate curriculum commonly taught in public schools throughout California. The Survey of Basic Skills: Grade 6 consists of 418 reading items, 342 written language items, and 480 mathematics items. Under the matrix sampling technique, each pupil takes only a small portion of this comprehensive test. The Survey has been divided into 40 unique forms. Each pupil takes one form made up of 9 written language items, 12 mathematics items, and 10 reading items. Each test form contains items from all major skill areas, and a balance is maintained between easy and difficult items. (Author/PN)

ED219478 UD022461

1980 Elementary and Secondary Schools Civil Rights Survey, State Summaries. Volume I of II.

DBS Corp., Arlington, Va.
Spons Agency-Office for Civil Rights (ED), Washington, DC.
Pub Date Mar 82
Contract No-300-80-0739
Note-425p.; Not available in paper copy due to small size type. For related documents see UD 022 460-462.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Accessibility (for Disabled); American Indians; Asian Americans; Bilingual Education; Blacks; Corporal Punishment; *Disabilities; *Discipline; Elementary Secondary Education; *Enrollment Rate; Females; Hispanic Americans; Limited English Speaking; Males; Minority Groups; Pacific Americans; *Pregnant Students; *School Activities; Special Education; *Student Participation; Whites
Identifiers-*Elementary Secondary Schools Civil Rights Survey

This report constitutes volume one of a two-volume report containing State summaries of data from the Fall of 1980 Elementary and Secondary Schools Civil Rights Survey of students enrolled in the United States public schools. Table A presents state projections of survey data on rates of enrollment, disciplinary measures imposed, participation in special and bilingual education programs, and high school graduation by students' sex, ethnic group, and disabilities; information on the number of children receiving special education services in and out of school districts and on facilities for the handicapped in school districts; data on student participation in mixed and single-sex school programs; and enrollment figures for various special education programs and the amount of time spent in each. Table B includes the actual survey data on which the Table A projections were based, classroom data by subject, and additional information on programs for pregnant students. Information is presented in separate tables for each of the States. (Author/MJL)

ED219032 HE015301

Budig, Jeanne E.

Information Reporting at Traditionally Black Colleges and Universities: A Call to Arms.

Pub Date 82

Note-13p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Accountability; *Black Colleges; Comparative Analysis; *Databases; *Data Collection; Decision Making; Higher Education; Information Systems; *Information Utilization; *National Norms; National Surveys; Policy Formation; Questionnaires; Reports; *Research Design; School Surveys; Statistical Analysis; Statistical Data; Student Records; Validity

Identifiers-Central State University OH; Grambling College LA; *Higher Education General Information Survey; Kentucky State University; Lincoln University MO; North Carolina Central University; Southern University New Orleans LA; University of Arkansas Pine Bluff

Information reporting at traditionally black colleges and universities was reviewed, based on the Higher Education General Information Survey (HEGIS) files for 36 institutions. The objective was to determine the quality of the data submitted by seven of these institutions, and to suggest actions for improving the quality of the HEGIS information so that it will be more supportive of the historically black institutions. The Information Services Project of the Center for Higher Education Management Systems field tested the utility of HEGIS data. It was found that there was widespread misunderstanding of reporting conventions for financial and student data in particular. The major comparability question was that land-grant and non-land-grant institutions were intermingled, leading to a distorted reviews/expenditures index. In regard to policy relevance, most institutions felt that the time lag precluded usefulness in planning (i.e., HEGIS data is 24 months out of date). Recommendations include the following: personnel responsible for campus reporting should advise the president and other administrators of the uses to which HEGIS data are being put; the reports coordinator should carefully review HEGIS reports to ensure that they conform to the latest guidelines and definitions manuals; and university presidents should continually challenge the validity of decisions and recommendations made concerning their institutions on the basis of HEGIS file data. Examples of uses being made of the HEGIS data file are cited, and attention is directed to overall concerns related to validity, accuracy, and comparability of data. (SW)

Beauvais, Cheryl; And Others

Sharing in Preschool: A Naturalistic Observation.

Spons Agency-California State Univ., Fullerton.
Pub Date Apr 82
Note-19p.; Paper presented at the Annual Meeting of the Western Psychological Association (Sacramento, CA, April 7-11, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Observation Techniques; Classroom Research; *Play; *Preschool Children; Preschool Education; *Prosocial Behavior
Identifiers-Naturalistic Research; *Sharing Behavior

To document the frequency of sharing in the context of classroom activities, a total of 116 preschool children 3 to 5 years of age were observed for half-hour periods in 17 classrooms of 4 preschools. Sharing was defined as interchanges in which the original holder grants to another child the partial use, or possession of a thing. All observations were taken during periods of unstructured activities, or free play. During the 30-minute interval, observers waited for interchanges to occur and then recorded the age and sex of the participants, along with the type of initiation, response, and outcome. Initiations and responses were recorded as being either verbal, physical, or a combination of these, and outcomes were categorized as either sharing, unwilling transfer, or no sharing. Results indicate that the predominant exchange was physical grabbing followed by a physical refusal to share. Refusals to share were largely ineffective since initiators frequently managed to obtain by force the object they wanted. However, when sharing did occur it was usually in response to a verbal request. While subjects showed a strong tendency to interact with same-sex partners, same-sex and cross-sex partners were found to be similar in their overwhelming tendency to not share. (RH)

ED219249 SE038747

Cooper, John W.; And Others

A Course on Operational Considerations in Wastewater Treatment Plant Design. Instructor's Manual.

Southwest Research Inst., San Antonio, Tex.
Spons Agency-Environmental Protection Agency, Washington, D. C.
Pub Date Jun 82
Grant-EPA-T90-1340-01
Note-248p.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Course Content; *Facility Guidelines; *Facility Improvement; Postsecondary Education; Sludge; Teaching Guides; Units of Study; *Waste Water; *Water Pollution; *Water Treatment

This manual contains 17 instructional units (sequenced to correspond to parallel chapters in a student's manual) focusing on upgrading the design of wastewater plant facilities and serving as a reference source for establishing criteria for upgrading wastewater treatment plants. The manual also furnishes information for modifying plant design to compensate for current organic and hydraulic overloads and/or to meet more stringent future treatment requirements, emphasizing the importance of modifying existing plants and designing new plant facilities to accommodate operations, maintenance, and other routine plant functions. Each instructional unit contains title page, lesson plan, objectives, index to visual aids, and presentation guide. Topics considered include: field experience--designing for operability; maximizing plant operations feedback; plans and specifications reviews; general design considerations; unit process designs (headworks, primary sedimentation, aeration basins, secondary sedimentation, disinfection, effluent discharge, sludge treatment, other biological processes, and other factors--safety, energy conservation and emergencies); systems approach to unit process selection; equipment selection and placement for operability (flexibility and maintainability); and "an operator speaks to the design engineer." (Author/JN)

Dean, Susan, Comp.

A Complete Bibliography of Materials Pertaining to the United States Virgin Islands Available in the Research Institute for the Study of Man.

New York Univ., N.Y.

Pub Date May 82

Note-13p.; Prepared at the Metro Center.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Archaeology; Climate; Conservation (Environment); General Education; Industrialization; Latin American History; Migrants; Social Science Research; *Sociology

Identifiers-*Virgin Islands

One hundred thirty-six citations published between 1918 and 1980 are listed in this bibliography on the U.S. Virgin Islands. The bibliography was compiled for persons seeking research information on the study of man. Listed publications consist of journal articles, papers, books, general and governmental reports, and dissertations. It covers such subjects on the Virgin Islands as: conservation, education and the social climate, political aspirations of the islanders, water quality, industrial development as well as the history, archaeology, and the arts of the islands. The bibliography is arranged in alphabetical order by author. (NE)

ED219329 SO014196

Smorodin, Calla; And Others

Classrooms & Community: Using Community Resources in the Consumer Education Curriculum.

Saint Louis Public Schools, Mo.
Spons Agency-Office of Consumer's Education (ED), Washington, DC.
Pub Date Jan 81
Note-256p.
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Advertising; *Community Resources; *Consumer Education; Contracts; Crime; Energy Conservation; Grade 5; Insurance; Intermediate Grades; Learning Activities; Lesson Plans; Police; School Community Programs; Teacher Developed Materials; Toys

Intended to supplement the fifth grade textbook "Young Consumers" (part of the "Law in Action Series" by West Publishing Company, 1980), this guide contains 22 lessons each of which includes a classroom visit from a community resource person. The guide is a product of the Urban Consumer Education Project, a cooperative program between the St. Louis Public Schools and the Missouri Attorney General's office. The lessons were developed and field tested by the 40 fifth-grade teachers and 40 community resource persons who participated in the project. Community persons give presentations on a variety of topics including advertising, how to save money riding the bus, crime, ways to conserve energy, consumer problems, contracts, filing a complaint, insurance, utilities, police department, using the telephone wisely, fraud, toy safety, and reading food labels. Each lesson includes the following information: consumer objectives; skill objectives; a listing of related lessons from the text "Young Consumers"; a listing of presentation materials needed by the teacher and resource person; vocabulary words to know; pre-visit activities for the teacher to do with the students; an outline of the resource person's classroom presentation; and follow-up activities that the teachers can use to reinforce the lesson's consumer and basic skills objectives. Also included in the guide is a supplement containing materials such as worksheets and discussion aids which can be used with each lesson and a description of additional community resources in the St. Louis area. (RM)

ED219349 SP020317

Boros-Kazai, Andrew; Body, Paul

Survey of Hungary: Past and Present. Educational Curriculum Kit 7.

Hungarian Ethnic Heritage Study, Pittsburgh, PA.

Spons Agency-American Hungarian Educators' Association, Silver Spring, Md.; Office of Elementary and Secondary Education (ED), Washington, DC. Ethnic Heritage Studies Program.

Pub Date 81

Note-44p.; For related documents, see SP 020 311-320.

Available from-Paul Body, 5860 Douglas St., Pittsburgh PA 15217 ($1.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Biographies; *Demography; *European History; Foreign Countries; Geography; *International Relations; Land Settlement; Migration Patterns; Revolution; Social Action; United States History

Identifiers-*Hungarian Americans; *Hungary

This booklet summarizes basic information concerning Hungary and Hungarians in America. It is intended as an initial source of reference for the teacher, student, and general reader. The history of Hungary is discussed in three sections, including the origins of Hungarians, the history and culture of Hungary since 1500, and conditions in Hungary today. Brief biographies of prominent Hungarians in America are offered, focusing on those in the military, the sciences and medicine, the arts, and sports. A chronology of Hungarian history to 1979 and selected references are included. (JD)

ED219371 SP020565

Hulka, Barbara S.; And Others

Contraceptive Evaluation.

Pub Date 81

Note-46p.; In: Child Health and Human Development. An Evaluation and Assessment of the State of the Science. For related documents, see SP 020 557, SP 020 560-562, SP 020 564-566, and ED 215 792-795.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Contraception; Health Education; *Medical Evaluation; *Medical Research; Physical Health; Prevention; *Reproduction (Biology); *Research Needs

The objective of research in contraceptive evaluation is to improve the ability of individuals to choose contraceptive methods best suited to their needs and circumstances and to provide information that will lead to the development of safer and more effective methods. There are usually three considerations in judging the importance of a method of contraception; (1) the number of people using it; (2) its success in regulating fertility; and (3) the mortality and morbidity associated with its use. In this report, five methods of contraception are discussed: oral contraceptives, intrauterine devices, barrier methods, female sterilization, and male sterilization. Each section contains information on the current state of knowledge and directions for future research. High-priority recommendations for research initiatives during the next 5 years are presented in the final summary, along with the general criteria that were considered in developing the recommendations. (JD)

ED219416 TM820427

Siskind, Theresa G.; Anderson, Lorin W.

The Technical Quality of Test Items Generated Using a Systematic Approach to Item Writing.

Pub Date Mar 82
Note-21p.; Paper presented at the Annual Meeting of the National Council of Measurement in Education (New York, NY, March 20-22, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Algorithms; *Item Analysis; *Multiple Choice Tests; Quality Control; *Response Style (Tests); *Test Construction; *Test Format; Testing Problems; Test Items

The study was designed to examine the similarity of response options generated by different item writers using a systematic approach to item writing. The similarity of response options to student responses for the same item stems presented in an open-ended format was also examined. A non-systematic (subject matter expertise) approach and a systematic (algorithmic) approach were the methods of item writing employed. Results indicated that neither approach resulted in very similar response options being generated by writers. Few response options produced by either approach corresponded with the incorrect student responses. The variation in incorrect student responses illustrated that the use of multiple choice items to test basic mathematics operations would not account for all student errors. It is probable that multiple choice test scores would be inflated over open-ended format test scores utilizing the same items. The study highlighted some potential problems in attempting to construct unbiased multiple choice tests. (DWH)

ED219068 IR010282

Goldhor, Herbert

Secondary Analysis of Data on a Sample of Adult Titles in the Humanities Held by 20 United States Public Libraries.

Pub Date [81]

Note-26p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adults; *Book Reviews; *Humanities; *Library Collections; *Library Material Selection; Nonfiction; Public Libraries; Statistical Analysis; Tables (Data); Use Studies

Four significant data analyses have been made of 6,622 adult titles selected at random from the collections of 20 United States public libraries. An inductive quality estimate was determined by counting the times each was listed in up to eight evaluation guides. The analyses show that: (1) although there is a positive and significant relationship between the age of these titles and the number of tools in which they are listed, the relationship is not very strong; (2) although there is a positive and statistically significant relationship between the number of tools in which they are listed and the number of copies of these titles held by the 20 libraries, the relationship is weak; (3) the number of copies per title is relatively uniform in all Dewey classes; and (4) the number of titles found in each evaluation tool differed widely between the various main Dewey classes. (Author/RAA)

ED219090 IR050073

Weller, Carolyn R., Ed.

Vocabulary Development and Maintenance--Identifiers. ERIC Processing Manual, Section VIII (Part 2).

Educational Resources Information Center (ED/NIE), Washington, DC.; ERIC Processing and Reference Facility, Bethesda, Md.; ORI, Inc., Bethesda, Md. Information Systems Div.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Apr 81

Contract No-400-81-0003

Note-65p.; Loose-leaf, updated continuously. One module of the ERIC Processing Manual (IR 050 065).

Available from-ERIC Processing and Reference Facility, 4833 Rugby Ave., Bethesda, MD 20814 ($3.75).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Databases; Documentation; Information Retrieval; Information Storage; *Lexicography; Library Technical Processes; *Subject Index Terms; *Vocabulary Development

Identifiers-*ERIC; *Identifier Authority List

Comprehensive rules, guidelines, and examples are provided for use by ERIC indexers and lexicographers in creating and using Identifiers, and in developing and maintaining the ERIC Identifier file via the "Identifier Authority List (IAL)." Identifiers and the IAL are defined/described: Identifiers are highly specific entities, including most proper nouns/noun phrases, for which Thesaurus control is unnecessary--they may also be new concepts, under consideration, or awaiting approval, for admission to the ERIC Thesaurus; the IAL lists all current Identifiers and serves as a companion volume or supplement to the Thesaurus. An initial discussion presents general guidelines/rules applying to all Identifiers (e.g., capitalization, punctuation, length, word form). This is followed by detailed instructions relating to each of twenty specific Identifier categories: Conferences/Meetings; Curriculum Areas; Equipment; Facilities; Geographic Locations; Groups (Ethnic); Groups (Occupations); Groups (Other); Health-Related; Historical/Special Events; Languages/Linguistics; Laws/Legislation; Methods/Theories; Miscellaneous; Organizations/Institutions; Personal Names; Projects/Programs; Science and Technology; Tests/Testing; Titles (Literature and the Arts). (JH)

ED219149 PS012964

McGee, Maureen

Delivery Issues in the Day Care Debate. Occasional Papers in Education: Paper No. 2 - Policy Studies of the Early Childhood Planning Project.

New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.
Pub Date 78
Note-42p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Day Care; Early Childhood Education; *Educational Objectives; *National Programs; *Political Issues; *Public Policy; *Social Change; Social Problems
Identifiers-*Interest Groups

The question of who should provide day care services is an unresolved issue in the current day care debate and a topic now on the national agenda because it is the common concern of a constellation of diverse, highly motivated interest groups. Motivation for extending day care in the United States stems from several factors: among these are the changing American family and labor force, the demand for equal educational opportunity, the "workfare" movement (advocating provision of day care services so that mothers can get off the welfare roles), and, generally, awareness of the importance of early childhood experience for later performance. As a result of widespread public interest, it is probable that a national program of day care for preschool children will be developed in the foreseeable future. However, before policy can be established, major issues of day care must be discussed. Specifically, the issues of eligibility, program approach, costs, personnel, and delivery agencies must be considered. Possible spillover effects of the expansion of day care on other areas of society can be envisioned and should be taken account of in the policy debate. Given the diversity of goals and the variety of interests at work in this controversy over day care provision, the case can be made that no one national system of day care should be instituted at this time. (RH)

ED219208 RC013514

Keys, John R., Jr; Petkofsky, Jane

Indian Tribal Nursing Homes and State Regulations.

Winston & Strawn, Washington, DC.

Spons Agency-National Indian Council on Aging, Albuquerque, N. Mex.

Pub Date 78

Note-46p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*American Indian Reservations; *American Indians; *Certification; *Financial Support; *Nursing Homes; *Older Adults; State Legislation; Tribes

Identifiers-*State Regulation

The First National Indian Conference on Aging, sponsored in 1976 by the National Tribal Chairmen's Association, recommended action to correct some of the serious problems detracting from the physical, psychological, and spiritual well-being of the Indian elderly. A principal concern of the Conference was the urgent need for on-reservation nursing homes or sheltered care facilities to provide institutional care to older Indians in a culturally familiar, personal environment. The funding for such facilities, however, appeared to make the prospect of independent, tribal nursing homes unfeasible. The Conference found some states refused to license reservation homes because the states lacked regulatory jurisdiction; eligibilty for construction and modernization of hospitals and other medical facilities under the Hill-Burton Act are available only to the states; and advisory groups established for the purpose of determing use of those funds have little sympathy for Indian projects. In a general approach, the paper deals with potential state jurisdictional barriers to the establishment and operation of tribal nursing homes. (ERB)

ED219228 SE037860

Gottlieb, Herbert H.

Physics Lab Experiments and Correlated Computer Aids. Teacher Edition.

Report No-ISBN-0-940850-01-X

Pub Date 81

Note-224p.

Available from-Metrologic Publications, 143 Harding Ave., Bell Mawr, NJ 08031 $10.50 per copy, $6. in class sets.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Computer Oriented Programs; High Schools; Laboratory Manuals; *Physics; *Science Activities; Science Education; *Science Experiments; *Secondary School Science; Teaching Guides

Forty-nine physics experiments are included in the teacher's edition of this laboratory manual. Suggestions are given in margins for preparing apparatus, organizing students, and anticipating difficulties likely to be encountered. Sample data, graphs, calculations, and sample answers to leading questions are also given for each experiment. It is suggested that data obtained be verified with microcomputers. Subjects of experiments include among others measuring with precision; vector addition of forces; torques; resolution of a force into components; forces caused by weights on an incline, timer calibration; recording motion with strobe photographs; straight-line motion at constant speed; constant acceleration using a water clock; acceleration of a spinning disc; acceleration using a linear air track; pendulum; acceleration of free fall; mass/weight; Newton's second law; trajectories; Newton's third law; conservation of energy in a pendulum; energy changes on a tilted air track; simple harmonic motion of a linear air tract; oscillating mass hanging from a spring; mechanical resonance; Boyle's law; calibrating a mercury thermometer; linear expansion of a solid; calorimetry; change of state; waves on a coiled spring and in a ripple tank; reflection/refraction; diffraction/interface; images and converging/diverging lenses; standing waves; electric fields and electron charge; Ohm's Law; series/parallel circuits; magnetic fields; electron beam deflection; and half-life. (JN)

ED219438 TM820456

Lillemyr, Ole Fredrik

The Relationship of Self-Perceptions and Achievement Motives in Norwegian Children.

Pub Date Mar 82

Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Achievement; Children; *Classroom Environment; Discriminant Analysis; *Foreign Countries; Interpersonal Relationship; Self Concept; *Self Esteem; Student Educational Objectives; *Student Motivation

Identifiers-*Norway

Self-perception is considered a central issue in several psychological fields, especially in research on learning and personality. Self concept, or self perceptions, are viewed as intertwined with an individual's experiences and interpersonal relations in the environment. There seems to be a close relationship between self-perception and motivation shown in research on classroom interactions. A positive classroom climate stimulates the students' emotional responses to the group, their self concepts and motivations toward legitimate educational goals. The study was conducted to test the relationship between different aspects of self perception, as well as between self perception and motives in Norwegian children. The trends were compared to studies done with children in the United States. Results of the study indicated children high in Motive for Success had high self perceptions. However, children high in Motive to Avoid Failure had low self perceptions. The findings were confirmed, though modified, through a discriminant function analysis. Discriminant function results need further elaboration in future research before generalizations can be attempted. (Author/DWH)

ED219000 HE015231

Atelsek, Frank J.; Andersen, Charles J.

Undergraduate Student Credit Hours in Science, Engineering, and the Humanities, Fall 1980. Higher Education Panel Report Number 54.

American Council on Education, Washington, D.C. Higher Education Panel.
Spons Agency-Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.
Pub Date Jun 82
Note-44p.
Available from-Higher Education Panel, American Council on Education, One Dupont Circle, Washington, DC 20036.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Biological Sciences; *College Credits; *College Instruction; College Mathematics; Comparative Analysis; *Engineering; Engineering Technology; English; Higher Education; History; *Humanities; Modern Languages; Philosophy; Private Colleges; School Surveys; *Sciences; Social Sciences; State Colleges; Two Year Colleges; *Undergraduate Study; Universities

The number of undergraduate credit hours taken in the sciences, engineering, and engineering technology, and in four major humanities fields (English, history, modern languages, and philosophy) for the fall semester, 1980-1981 was studied, based on a survey of 65 colleges and universities that are members of the American Council on Education's Higher Education Panel. Data from responding institutions were statistically adjusted to represent the national population of 2,732 institutions that enroll undergraduates. Data on undergraduate student credit hours are presented by level of instruction, selected fields of study, and type of institution. Information on lower and upper division student credit hours, along with a comparison of the top 50 universities with all universities, are included. Among the findings are the following: 2-year colleges accounted for 38 percent of the lower division student credit hours in 10 science, engineering, and engineering technology fields; 4-year colleges accounted for 33 percent, and the remaining 29 percent were taken at universities; of these 10 fields surveyed, the basic social sciences reported the largest total of student credit hours, while mathematical sciences and life sciences ranked second and third, respectively; in lower division credit hours, the mathematical sciences ranked first; engineering was the only field studied in which more credit hours were taken in the upper division than in the lower; English and American literature accounted for more than half of the credit hours reported in the four humanities fields; and nearly half of the lower division credit hours in English and American literature were taken in 2-year colleges. Statistical tables, a questionnaire, and technical notes are included. (SW)

ED219188 RC013487

Hopkins, Pat

Citizen Me: An Experiential Curriculum for Citizenship Education. Level: Eight.

Harris County Dept. of Education, Houston, Tex.

Spons Agency-Texas Governor's Office, Austin. Criminal Justice Div.

Pub Date 79

Grant-JA-79-C03-5874

Note-92p.; For related documents, see RC 013 473-486.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Citizenship Education; Citizenship Responsibility; Crime; Criminal Law; Curriculum Guides; *Decision Making Skills; Elementary Education; *Grade 8; Leadership; *Police; Role Playing; Simulation; *Social Studies; *Units of Study

Identifiers-Citizen Me Project TX; *Criminal Justice System

The Citizen Me Level Eight guide incorporates the project's goal of providing a curriculum which integrates concepts of basic citizenship education with community involvement through gaining an understanding of rights, liberties, and obligations of citizens, developing an awareness of outcomes identified in crime and drug education, understanding the free enterprise system, and applying values that lead to skill in human relationships and effective citizenship. The first 10 lessons use role playing and large group discussions to gain an understanding of the role of the police, what constitutes crimes (felonies and misdemeanors), the impact of a police record, and the citizen's role in crime prevention. The last five lessons use a hypothetical school setting to illustrate aspects of leadership and how to approach solving a problem at the hypothetical school through community action. Lessons 13 and 14 stress getting the facts together and writing government officials. Lesson 15 reviews the duties and expectations of good citizenship. (BRR)

ED219270 SE038777

Lessons from an Energy Curriculum for the Senior High Grades. Unit II - Energy Consumption and Conservation in the Home. Energy Education Curriculum Project.

Indiana State Dept. of Commerce, Indianapolis. Energy Group.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.
Spons Agency-Department of Energy, Washington, D.C.
Pub Date Jan 82
Grant-DE-F645-76CS-60038
Note-70p.; For related documents, see SE 038 775-784.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Climate Control; *Conservation Education; Design Requirements; Energy; *Energy Conservation; Environmental Education; Heating; High Schools; *Housing; Interdisciplinary Approach; *Learning Activities; Physical Sciences; Science Activities; Science Curriculum; Science Education; *Secondary School Curriculum; Teaching Guides; Units of Study
Identifiers-*Energy Education; Indiana

Energy education units (consisting of a general teacher's guide and nine units containing a wide variety of energy lessons, resources, learning aids, and bibliography) were developed for the Indiana Energy Education Program from existing energy education materials. The units were designed to serve as an entire curriculum, resource document, supplementary materials, or as a laboratory manual of "hands-on" activities which could be infused into existing grades 9-12 curricula. Unit II, focusing on energy consumption and conservation in the home, consists of an introduction (rationale, unit objective, and general background information), nine lessons, unit resources, bibliography, and teacher evaluation form. Each lesson includes lesson title, objectives, background information, activities, evaluation techniques, and resources. Titles of lessons are: (1) Energy Conservation in the Home; (2) Supplemental Information, Using Wood; (3) Supplemental Information, R-Values and Uses; (4) Home Heating & Cooling - Save Energy, Save Dollars; (5) Energy Questions and Checklists; (6) Weatherize Your Home; (7) An Easy-on-Energy Home; (8) Making an Insulation Experiment Model; and (9) Energy Conservation Worksheets. (Author/JN)

ED219290 SO013958

Low, Setha M.

Professional Culture: The Boundary Between Theory and Practice in Design. Revised Draft.

Pub Date Jan 82
Note-19p.; Paper presented at the Annual Meeting of the American Anthropological Association (Los Angeles, CA, December 2-6, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Anthropology; *Architecture; *Building Design; Culture Conflict; *Professional Training; Research Methodology; Social Science Research; *Theories
Identifiers-*Theory into Action

This paper describes two research projects in the anthropology of landscape architecture design which show that "professional culture" restrictions often prevent anthropologists from putting their theories into practice. The first research project grew out of the author's assumption that landscape architecture students were not producing socially relevant designs because the information they had about the users was incorrect or inaccurate. The author analyzed the processes used by architecture students who had to define for the residents of a local urban neighborhood how an abandoned park could be revitalized to meet their needs. The students did not produce designs for a park that the community would like. The reason was not inadequate data, however, but the professionalization of the student. The qualitative methods of anthropology created a cultural description of what the community desired. The students, however, used books of landscape requirements and asked their faculty for assistance in developing their design. In the second research project the author did a content analysis of the journal "Landscape Architecture" to determine the dimensions of professional culture as a barrier to the integration of theory and practice. Journals from every fifth year from 1910 to the present were evaluated. The data did not describe a linear development of the field as expected. Instead the author found a congruence and interlocking of macro-societal processes and the development of the landscape architecture profession. The author concludes that as anthropologists move toward an increasingly active role among the applied social sciences, they must look for a metalevel of analysis that will aid them in their role as social and cultural translators. (RM)

ED219310 SO014155

Harrison, Robert S.

Regional Center for the Improvement of Instruction in Elementary School Social Studies. Final Report, May, 1969-December, 1971.

Florida State Univ., Tallahassee. Coll. of Education.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date 17 Dec 71
Grant-NSF-GW-4520; NSF-GW-5847
Note-139p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Curriculum Development; *Education Service Centers; Elementary Education; Instructional Improvement; Program Descriptions; Program Evaluation; Program Implementation; Regional Programs; *Social Studies; Teacher Education
Identifiers-*Man A Course of Study

This document summarizes, analyzes, and reflects upon the activities of the Southeastern Regional Center for the Improvement of Elementary School Social Studies established at Florida State University in Tallahassee, Florida. There are five major parts to the report. Part I contains a narrative summary of regional center activity from 1969 to 1971. Serving the states of Florida, Alabama, Georgia, and the Carolinas, the Center had three general objectives: (1) to strengthen the professional education of teachers; (2) to provide a means for successful implementation of new social studies curricula; and (3) to create a setting for research on problems of teacher training and curriculum innovation. "Man: A Course of Study" (MACOS), a conceptually designed, inquiry oriented, multimedia social science curriculum designed by the Educational Development Center, was selected as the most viable vehicle through which to implement the Center's stated objectives. The second part of the report discusses a community controversy which arose when a group known as Citizens for Moral Education sought to remove MACOS from the Columbia County public schools in Florida in November 1970. This case has particular merit for those who are interested in the support systems necessary for curriculum innovation. Part III evaluates the two week summer institute conducted for teachers by the Center in 1971. Teachers evaluated the institute, their MACOS training, and MACOS as a curriculum. Part IV contains reflections and generalizations of the directors regarding the entire project. Numerous appendices containing such items as brochures, participant lists, and survey instruments are included in Part V. (RM)

ED219393 TM820276

Sullivan, Eugene J.; And Others

The 1980 Guide to the Evaluation of Educational Experiences in the Armed Services. [Volume] 3: Coast Guard, Marine Corps, Navy.

American Council on Education, Washington, D.C.

Spons Agency-Department of Defense, Washington, D.C.

Report No-ISBN-0-8268-1444-1

Pub Date 80

Note-511p.; Marginally legible due to small print; For related documents, see TM 820 274-275.

Available from-Publications Division, American Council on Education, One Dupont Circle, Washington, DC 20036 ($12.00; all three volumes, $25.00)

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Credits; *Course Descriptions; Equivalency Tests; Military Personnel; Military Schools; *Military Training

Identifiers-Coast Guard; Defense Activity Non Traditional Education Support; Marine Corps; *Navy

For more than 35 years, this Guide has been the standard reference work for recognizing learning acquired in military life. All the courses offered by the Coast Guard, Marine Corps, and Navy are listed and briefly described. Each course description includes the course title and number; the length of the course, and where and when it was offered; the course objectives; the type of instruction; and recommendations about the type and amount of college credit that should be granted to those who have taken the course. Keyword and course number indexes to the course descriptions are provided. In addition, the Defense Activity for Non-Traditional Education Support (DANTES) Subject Standardized Tests are listed, along with recommendations for the amount of college credit that should be granted to those who passed the tests. (BW)

ED219460 TM820495

Health Assessment and Teaching Performance Examination: Study Guide.
New York State Education Dept., Albany. Cultural Education Center.
Pub Date Jan 82
Note-167p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Criterion Referenced Tests; *Health Materials; *Medical Care Evaluation; Medical Case Histories; *Nursing Education; Physical Examinations; Postsecondary Education; *Study Guides; Test Coaching
Identifiers-Regents External Degree

The Health Assessment and Teaching Performance Examination (HATPE), a criterion-referenced examination, requires the application of theory and competence in the performance of health assessment and teaching. The HATPE incorporates the theory related to history taking, physical examination and organization of a summary of data as well as the specific technical skills involved in the physical examination. In addition, the candidate is tested on the ability to identify and describe simulated heart and breath sounds. Candidates should be knowledgeable in all of these areas, prepared to take and record history, and perform and record a physical examination on a generally healthy client. The candidate will organize the data in order to develop a plan for nursing action. The HATPE is equivalent to the final examination of a college course in theory and practice of health assessment, requiring knowledge of process and content related to a broad spectrum of client health care problems and nursing responses. This study guide describes and explains critical elements of the examination, and resources/learning activities. The bibliography contains suggested references and study materials including a section which illustrates and describes requirements for each area to be tested. (Author/PN)

ED219479 UD022462

1980 Elementary and Secondary Schools Civil Rights Survey, State Summaries. Volume II of II.

DBS Corp., Arlington, Va.

Spons Agency-Office for Civil Rights (ED), Washington, DC.

Pub Date Mar 82

Contract No-300-80-0739

Note-377p.; Not available in paper copy due to small size type. For related documents see UD 022 460-461.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Disabilities; *Discipline; Elementary Secondary Education; Mainstreaming; *Minority Groups; *Racial Composition; *School Activities; *Special Education; *Student Participation

Identifiers-*Elementary Secondary Schools Civil Rights Survey

This report constitutes volume two of a two-volume report containing State summaries of data from the Fall 1980 Elementary and Secondary Schools Civil Rights Survey of students enrolled in the United States public schools. Table C examines the distribution of schools and minority students as a function of the minority composition of the school and as a function of the deviation of the school from the district composition. Tables D, E, and F indicate minority/non-minority participation in various programs and activities. Table G addresses the issue of mainstreaming, and provides additional data on enrollment in special education programs and the distribution of needs and services. Information is presented in separate tables for each of the States. (Author/MJL)

ED219016 HE015274

Makdisi, George

The Rise of Colleges. Institutions of Learning in Islam and the West.

Report No-ISBN-0-85224-375-8

Pub Date 81

Note-377p.; Published by Edinburgh University Press.

Available from-Columbia University Press, 562 West 113th Street, New York, NY 10025 ($38.00).

Document Not Available from EDRS.

Descriptors-Classification; College Administration; College Faculty; College Students; Curriculum Development; *Educational History; Educational Methods; Educational Practices; *Educational Principles; Higher Education; *Institutional Characteristics; Institutional Role; Intellectual Disciplines; *Islamic Culture; Law Schools; Learning; Learning Theories; *Religious Factors; Religious Organizations

Identifiers-*Islamic Countries; Madras System

The typology of institutions of learning in Islam is examined with concentration on a particular institution of learning, the Muslim college, especially in its madrasa form, and on the scholastic method that was its product. Chapter 1, "Institutions," examines the rise of the schools of law, typology of learning and the law of waqf as it pertains to institutions of learning. Chapter 2, "Instruction," discusses the divisions of the fields of knowledge, organization of learning, and the methodology of learning. Chapter 3, "The Scholastic Community," discusses the professors, students, and posts, occupations, and functions of the posts as they pertain to the law and other fields. Chapter 4, "Islam and the Christian West," examines the institutions as corporations, as charitable trusts, as incorporated trusts, and as Islamic institutions located in Europe. Chapter 4 also discusses instruction and the scholastic community in regard to the professor and the right to teach, and the magister, magisterium, and mufti. It is stated that Muslim institutionalized education was religious, privately organized, and open to all Muslims who sought it. It was based on the waqf, or charitable trust. The state or governing powers had no control over the institution but instead the content of education and its methods were left to the teaching profession itself because the founder was usually a layman guided by the wishes of the professor for whom he instituted his foundation. It is concluded that the interaction between the East and the West was beneficial to Islamic education and will be in the future. Appendices offer a review of previous scholarship such as Julian Ribera on Islamic influence. Notes, references, a bibliography, and an index are provided. (LC)

ED219049 HE015327

Preer, Jean

College Desegregation and Federal Aid. ASHE Annual Meeting 1982 Paper.

Pub Date Mar 82

Note-21p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 2-3, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Access to Education; Black Colleges; *Black Students; *College Desegregation; Compliance (Legal); *Court Litigation; Court Role; Educational History; Equal Education; *Federal Aid; Federal Legislation; Federal Regulation; Financial Support; *Government School Relationship; Higher Education; Legal Responsibility; Low Income Groups; Minority Groups; *Racial Discrimination

Identifiers-*ASHE Annual Meeting

The history of college desegregation and federal funding to higher education is reviewed. Both the Morrill Act of 1890 and Title VI of the Civil Rights Act of 1964 fused the issues of federal aid and racial discrimination in higher education. Although the basic legal standards formulated in the decision in Brown v. Board of Education of Topeka and the 1977 Amended Criteria for Acceptable State Higher Education Desegregation Plans remain in place, the extent to which the legal right can be exercised is crucially dependent on the kind and level of federal involvement. The federal government not only has defined the constitutional requirements and assumed responsibility for their enforcement, but has also affected the degree to which black colleges may offer high quality programs for all students and the extent to which black students may take full advantage of opportunities in public higher education. It is suggested that by examining the past interaction between college desegregation and federal aid, those concerned with maximizing educational choices for all students may be better able to consider legislative and judicial strategies for the coming decade. It is suggested that while vastly improving the access of low-income minority students to higher education, federal aid has yet to alter significantly the institutional aspects of desegregation with which the executive branch and the federal courts have also been concerned. Before the Brown decision in 1954, the executive branch was involved in the related issues of college segregation and federal aid in two ways: administration of the land-grant statutes and collection of information on institutions of higher education receiving federal appropriations. The developments resulting from the Adams v. Richardson suit, the Higher Education Act of 1965, the Education Amendments of 1972, and other legislation and cases are reviewed. (SW)

ED219069 IR010283

Rudd, Peggy Jemelka

"Space Capers." Texas Reading Club 1982: A Librarian's Planning Handbook.

Texas State Library, Austin. Dept. of Library Development.

Pub Date 82

Note-61p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Childrens Literature; Elementary Secondary Education; *Library Services; Library Skills; Preschool Children; Public Libraries; Questionnaires; *Reading Programs; School Libraries; *Science Fiction; *Space Exploration; Space Sciences; State Programs

Identifiers-Texas

Originally designed as a summer program to be offered through the network of bookmobiles and rural public libraries in the state, the Texas Reading Club is now also promoted year round by school and institutional libraries to encourage young readers and to acquaint them with libraries and their services. A theme, formats and ideas, and basic support material are provided. A contractual approach rather than a competitive program approach is beginning to show a greater number of completions by participants and is leading to significantly more renewals. This year's theme, "Space Capers," is designed to capture the imaginations of space age children and to reach beyond them to the general membership of the community. Many facets of the theme can be highlighted including space exploration and colonization, the stars, planets, the myriad of astronomical phenomena, astronauts past and present, amateur stargazing, life on distant worlds, and science fiction. The handbook provides framework information for program goals and objectives, registration, certification, scheduling, publicity, and display ideas, and volunteer assistance, along with various support materials and bibliographic listings. (RAA)

ED219109 JC820364

Boyer, Mary Ellen; And Others

Cultural Vignette: Mexican Americans.

San Diego Community Coll. District, Calif.

Spons Agency-California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date [81]

Note-57p.; Developed under a grant from the California Community College Fund for the Improvement of Instruction. For related documents, see ED 217 903 and JC 820 362-363.

Available from-Multicultural East San Diego Adult Center, 5348 University Avenue, San Diego, CA 92105 ($9.00 for the complete Ethnic Heritage Search Kit).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Clothing; Family Role; Food; Handicrafts; *Hispanic American Culture; Mexican American History; Mexican American Literature; *Mexican Americans; Spanish

Developed as part of a multicultural research project in the San Diego Community College District, this booklet presents the findings of a 10-member research team about various elements of Mexican-American culture. The areas covered are: (1) historical background on the Mexican heritage of the United States from pre-colonial times to the present and the political, cultural, and linguistic changes wrought during the centuries; (2) family traditions which emphasize the dominant position of the father and parent-child relationships; (3) the most popular types of Mexican food, their origins, modes of preparation, and popular recipes; (4) different styles of dress worn in Mexico and Central America, their history among the indigenous people of the region, and how they are made; (5) the arts of weaving and embroidery and their development, and the significance of geometric symbols, animals, and plants represented in embroidery; and (6) the linguistic tradition of Mexican-Americans and variations in language usage. The booklet contains diagrams of different forms of dress and various methods by which they are assembled. Annotated bibliographies are provided on Mexican oral literature, Chicano literature, Mexican and Mexican-American history, and the Mexican family. Additional bibliographies list sources on Mexican cooking and clothing. Finally, a list of resource people is provided. (HB)

ED219170 RC013262

Kudarauskas, Irene

Minnesota Chippewa Tribe American Indian Child Abuse Program. Final Report. Service Improvement Grants National Evaluation.

White (E.H.) Co., San Francisco, Calif.
Spons Agency-National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
Pub Date 20 Jan 82
Note-26p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-American Indian Reservations; *American Indians; *Child Abuse; *Child Neglect; Child Welfare; *Human Services; *Prevention; Program Costs; Program Evaluation; *Program Implementation
Identifiers-*Chippewa (Tribe)

In 1979 the National Center on Child Abuse and Neglect awarded a Service Improvement Grant to the Minnesota Chippewa Tribe American Indian Child Abuse Program, one of 29 public and private agencies and organizations, intended to increase the capacity of established service providers involved in preventing or treating child abuse or neglect. Since April of 1979 the project reported 213 families, with 236 children, as beneficiaries of project services. These families included 129 cases of neglect, and 28 cases of other abuse, with 20 cases involving sexual abuse. The project allocated 55.9% of its resources to casework activities, 5.7% to community activities, and 4.5% to services to families. Among direct services, the largest proportions of program resources were devoted to legal (6.3%), therapeutic (2.6%), support and educational (both 1.8%). The active caseload, as of September, 1980 was 47 families. The project reported linkages with 38 public and private agencies and organizations, including child protective service organizations, educational programs, mental health services, the courts, and residential care facilities. The project was terminated in May, 1981, because funds were not available to continue operations. The Bureau of Indian Affairs has since allocated $30,000 to each reservation to implement child protection services. (AUTHOR/ERB)

ED219330 SO014198

Starkey, Hugh

Symposium on "Social Education for Teenagers: Aims, Issues and Problems." (Soina, Sweden, September 15-19, 1980). The CCC's Project No. 1, "Preparation for Life."

Council of Europe, Strasbourg (France).
Report No-ISBN-92-871-0040-3
Pub Date 82
Note-33p.; This work has been published in French under the title: L'education sociale des adolescents: buts, problemes et tendances.
Available from-Manhattan Publishing Company, 225 Lafayette Street, New York, NY 10012 ($8.50).
Document Not Available from EDRS.
Descriptors-Adolescents; *Comparative Education; Educational Objectives; *Foreign Countries; Individual Development; Personality Development; Program Development; Program Proposals; Secondary Education; *Social Development; *Social Studies; Teacher Education

This report discusses a symposium held in Sweden in 1980 by the Council of Europe to explore ways for schools to help prepare teenagers for life. The specific objectives of the symposium were to discuss the aims and objectives of and approaches to social education in schools for students in the 14-19 age group and to make recommendations which could be incorporated into the "Preparation for Life Project" of the Council of Europe's Council for Cultural Co-operation. Education for teenagers should not merely consist of preparation for work but should also prepare young people for personal development, for life in society and in a democracy, for further studies and training, and for cultural life. The activities of the Symposium included the presentation of papers and discussions in working groups. Summaries of the papers presented which are available for purchase in French and in English are presented in the report. These summaries are followed by the reports of the working groups. Topics discussed included obstacles to change, the general and specific objectives of social education, teacher education, the place of social education in the school, and plans of action. The report concludes with specific recommendations for the member states. Appendices contain a statement by the delegation of the Holy See, ten points for consideration concerning social education for teenagers, and a list of participants. (RM)

ED219350 SP020318

Boros-Kazai, Mary

Hungarian Historical Sources and Collections in Greater Pittsburgh. Educational Curriculum Kit 8.

Hungarian Ethnic Heritage Study, Pittsburgh, PA.

Spons Agency-American Hungarian Educators' Association, Silver Spring, Md.; Office of Elementary and Secondary Education (ED), Washington, DC. Ethnic Heritage Studies Program.

Pub Date 81

Note-64p.; For related documents, see SP 020 311-320.

Available from-Paul Body, 5860 Douglas St., Pittsburgh PA 15217 ($1.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Archives; Churches; *Community Resources; *Cultural Background; *Ethnic Groups; *Library Collections; Local History; Periodicals; Philanthropic Foundations; Resource Materials

Identifiers-*Hungarians; *Pennsylvania (Pittsburgh)

This booklet provides a guide to archival and library collections related to the history of Hungarians in Pittsburgh and western Pennsylvania. Information was obtained from churches, clubs, cultural and civic organizations, fraternal associations, libraries, special collections, and private collections. Descriptions of the holdings of 13 libraries, 25 church collections, and 24 organizational archives are recorded. In addition, Hungarian-American newspapers and periodicals published in the Pittsburgh area are cited. (Author/JD)

ED219417 TM820428

Kuntz, Patricia

Test-Wiseness Cues in the Options of Mathematics Items.

Pub Date Mar 82

Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cues; *Item Analysis; *Multiple Choice Tests; Psychometrics; *Quantitative Tests; Statistical Analysis; Test Coaching; *Test Construction; Testing Problems; Test Items; Test Validity; *Test Wiseness

The quality of mathematics multiple choice items and their susceptibility to test wiseness were examined. Test wiseness was defined as "a subject's capacity to utilize the characteristics and formats of the test and/or test taking situation to receive a high score." The study used results of the Graduate Record Examinations Aptitude Test (GRE) and Graduate Management Admission Test (GMAT). Principles of test wiseness, specifically for mathematics items, were developed and applied. A large proportion of the items studied were susceptible to test wiseness at a significantly higher level than expected by chance. The study investigated the possibility that students could be trained to detect flaws in test items and profit from them. The four and five option items were examined with respect to their susceptibility to test wiseness and their corresponding psychometric properties. Two methods of reducing test wiseness were training all potential examinees in test wiseness or elimination of susceptible items. The reduction of options from five to four would seem to reduce the susceptibility of items to test wiseness without affecting the psychometric properties. (DWH)

ED219372 SP020566

Anderson, Barbara A.; And Others
Population Dynamics.
Pub Date 81
Note-49p.; In: Child Health and Human Development. An Evaluation and Assessment of the State of the Science. For related documents, see SP 020 557, SP 020 560-562, SP 020 564-565, and ED 215 792-795.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Birth Rate; *Demography; *Futures (of Society); Health Education; *Migration Patterns; Population Distribution; Population Growth; *Research Methodology; Research Needs; Trend Analysis

Research in population trends is reviewed in this report. The background of population research is examined in reference to methodology and costs. Research conducted by demographers and other population scientists are compared in four areas: fertility, mortality, migration and population redistribution, and population composition and change. Future directions for each of these areas are also discussed, taking into account such issues as methodology, timing, decisionmaking, and ethnicity. A list of 139 references is appended. (FG)

ED219033 HE015303

Hendel, Patricia K., Ed.

Abstracts from the Research and Development Report Series, 1963-81. College Board Report No. 82-1.

College Entrance Examination Board, New York, N.Y.

Pub Date 82

Note-52p.

Available from-College Board Publication Orders, Box 2815, Princeton, NJ 08541 ($4.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement; Achievement Tests; Aptitude Tests; Attitude Measures; College Admission; *College Entrance Examinations; Educational Development; *Educational Research; Educational Testing; Followup Studies; Higher Education; Institutional Research; Predictive Measurement; Questionnaires; Research Design; *Research Methodology; Research Projects; *Standardized Tests; *Student Evaluation; Surveys; *Testing

Identifiers-*College Entrance Examination Board

A compilation of 109 abstracts from the "Research and Development Report Series," is presented based on R&D projects conducted during 1963-1981 by Educational Testing Service on behalf of the College Entrance Examination Board. Project titles and authors include the following: "The Effect of Special Preparation on SAT Verbal Scores" (Donald L. Alderman, Donald E. Powers); "The Development of Statistical Indices for Detecting Cheaters" (William H. Angoff); "Anchored Scaling and Equating: Old Conceptual Problems and New Methods" (Robert F. Boldt); "Group Comparisons for the Test of Standard Written English" (Hunter M. Breland); "Validation of the Descriptive Tests of Mathematics Skills" (Brent Bridgemen); "Testing of Culturally Different Groups" (Joel Campbell); "A Method for Comparing the Performance of Different Groups on the Items in a Test" (Carolyn Cardall, William E. Coffman); "College Decisions on Advanced Placement" (Patricia L. Casscrly, Richard E. Peterson, William E. Coffman); "Black Students at Predominantly White Colleges: A Research Description" (John A. Centra); "Test Bias: Validity of the Scholastic Aptitude Test for Negro and White Students in Integrated Colleges" (T. Anne Cleary); "Formulating Hypotheses: Factor Structure and Validity Data" (Rosemary Cliff and Normal Cliff); "A Factor Analysis of the Verbal Sections of the Scholastic Aptitude Test" (William E. Coffman); "Faculty Perceptions of Students" (Junius A. Davis); "Colleges' Use and Evaluation of the CEEB Writing Sample" (Ruth B. Ekstrom); "A Study of the Relationships Among Speed and Power, Aptitude Test Scores, and Ethnic Identity" (Franklin R. Evans). (SW)

ED219128 PS012940

Beyerbach, Barbara

Conceptions of Caring and Implications for Early Childhood Education.

Pub Date 82
Note-98p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Affective Behavior; Altruism; Attachment Behavior; Biological Influences; *Child Caregivers; Classroom Environment; *Early Childhood Education; *Emotional Development; Employed Women; Family Life; Identification (Psychology); Interpersonal Relationship; Literature Reviews; *Parent Child Relationship; *Parents; Personality Traits; Prosocial Behavior; Social Change; Social Influences
Identifiers-Breastfeeding; *Caring; Conceptual Analysis

Contents of this paper focus on various ideas about caring and on the genesis of caring in the human individual. In the first section the concept of caring is analyzed from four perspectives: (1) the conception of caring as being biologically determined, (2) sociocultural and transcendental conceptions of caring, (3) cognitive, affective, and behavioral aspects of caring, and (4) dynamic aspects of the caring relationship. An attempt is made to synthesize commonalities from these frameworks into a more comprehensive definition. Subsequently, research on facilitating the development of caring individuals in the family, in day care centers, and in preschools is examined. Three main questions are addressed: Are there common characteristics, backgrounds, or personality traits of caring individuals? What are some of the conditions which are likely to facilitate caring in the mother/child relationship? and, What are some of the conditions that are likely to

facilitate caring in day care centers and preschools? (RH)

ED219150 PS012965

McGee, Maureen; Hills, Tynette
When Should Schooling Begin? Occasional Papers in Education: Paper No. 3 - Policy Studies of the Early Childhood Planning Project.
New Jersey State Dept. of Education, Trenton. Div. of Research, Planning, and Evaluation.
Pub Date 78
Note-47p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Analysis; Early Childhood Education; *Educational History; Foreign Countries; Kindergarten; *Public Policy; *Public Schools; *School Entrance Age; *Socioeconomic Influences
Identifiers-*England; *United States

Third in a series of publications of the New Jersey State Department of Education, Division of Research, Planning and Evaluation, this paper compares and contrasts the historical paths traveled by two contemporary, highly technological countries (the United States and England) in determining a prevailing age for entry into schools. Through identification of societal interests and pressures in both countries during the eighteenth and nineteenth centuries, the author concludes that in both the United States and England age of entry into formal schooling has always been more influenced by social and economic considerations than by pedagogical or psychological needs. (MP)

ED219209 RC013515

Public Policy and the Migrant Child. A Symposium Conference Report and Papers.

National Organization for Migrant Children, Inc., New York, N.Y.

Pub Date 81

Note-149p.; Papers presented at the Symposium on Public Policy and the Migrant Child (New Brunswick, NJ, October 17-19, 1980).

Available from-National Organization for Migrant Children, 310 E. 42nd St., New York, NY 10017 ($7.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Agricultural Laborers; Agricultural Trends; *Blacks; *Child Labor; Conferences; Crime; Educational Needs; Employment Patterns; Employment Statistics; Family Characteristics; Health Needs; *Hispanic Americans; Illegal Immigrants; Immigrants; International Relations; Labor Force; *Migrant Children; Migrant Education; *Needs Assessment; News Media; Rural Development; Self Determination

Identifiers-Undocumented Workers

The report includes a conference summary, introductory remarks, keynote address, four conference papers and comments on each, and summary of major policy issues. The keynote address reviews policies and practices affecting migrant children, the roots of the migratory farm labor system, impact of migrancy on families; services for migrant children, and accomplishments of the past 15 years. The first paper briefly examines historic and current trends in farm employment in the United States, focusing on the numbers and characteristics of hired farmworkers and migratory labor; factors affecting the farm labor force size and composition; the likelihood of the 1970s farm employment trends continuing into the 1980s; and policy and program implications for workers and farm operators. Focusing on black migrants, the second paper looks at family characteristics that influence child-rearing, movement and stimulus change, speech, and the child's education, health and nutritional needs. Focusing on Hispanic migrants, the next paper discusses entitlement, child labor, migrants and crime, the national news media and problems of migrant children, and impact of immigration on U.S.-Mexican relations. The last paper reviews the historical approaches to agricultural labor, past strategies, and alternative strategies. Major policy issues (migrant farm labor, child labor, immigration, rural development, research and development, child and family support systems, self-determination for farmworkers) are summarized. (NQA)

ED219229 SE038113

Kiyimba, David S.

Developing and Evaluating Supplementary Science Readers for Primary 3 Pupils in Uganda. African Studies in Curriculum Development & Evaluation.

African Curriculum Organisation.

Spons Agency-German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).

Pub Date 81

Note-66p.; Document contains occasional marginal legibility.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Curriculum Development; *Elementary School Science; Foreign Countries; Formative Evaluation; Grade 3; Instructional Materials; *Material Development; Primary Education; Science Curriculum; Science Education; *Supplementary Reading Materials

Identifiers-*Science Education Research; *Uganda

Five science reading booklets were developed to foster the development of communication, observation, and experimentation skills in Uganda elementary school students. Topics selected, resulting from interviews with teachers and students, included: 1) rain; 2) round worms; 3) caterpillars; 4) butterflies; and 5) insects in the school ground. Booklets were evaluated after an initial trial (focusing on vocabulary level, time required to read the readers, student interest, whether related activities were workable and simple, and suggested improvements). Following revisions based on the trial editions, revised readers were evaluated by observing students and teachers using the readers and analyzing questionnaires designed to assess cognitive, psychomotor, and affective impacts of the readers on students and teachers. Results indicate that the readers aroused and maintained student interest, developed scientific skills and attitudes, and enabled students to gain science knowledge through independent or group reading. In addition, it was demonstrated that well-written, inexpensive, supplementary reading materials could be produced to encourage appreciation of written materials among students of low-income parents in rural areas. The five readers and questionnaires used are included. (Author/JN)

ED219250 SE038752

Wheatley, Grayson H.; Wheatley, Charlotte L.

Calculator Use and Problem Solving Strategies of Grade Six Pupils. Final Report.

Purdue Univ., Lafayette, Ind.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date Apr 82
Grant-SED-79-1914
Note-162p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Calculators; *Case Studies; Educational Research; Educational Technology; *Elementary School Mathematics; Grade 6; Intermediate Grades; Mathematics Curriculum; *Mathematics Instruction; *Problem Solving
Identifiers-Heuristics; *Mathematics Education Research

This study was designed to investigate the effectiveness of a heuristic approach to problem-solving instruction. The 330 subjects were randomly assigned to either a Problem Solving, Calculator Problem Solving, or Control group. The two experimental groups studied problem-solving heuristics applied to nonroutine problems for 18 weeks, after which 102 subjects of 3 ability groups were randomly selected for post testing. In an interview setting they responded to five-selected problems. Seven subjects were identified as case studies. Results showed that the experimental groups had significantly higher problem-solving success and used more strategies. The Calculator Problem Solving subjects were found to make fewer computational errors and required significantly less time in problem solving. (Author/MP)

ED219394 TM820397

Kobrin, Frances

High School Seniors and High School Dropouts: An Evaluation of Life Cycle Bias in the National Longitudinal Study of the High School Class of 1972.

Rand Corp., Santa Monica, Calif.
Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Report No-Rand-N-1710-NICHD
Pub Date Aug 81
Grant-P50-HD12639
Note-18p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Comparative Analysis; *Demography; Dropout Research; *Dropouts; Family (Sociological Unit); Graduate Surveys; *High School Graduates; High Schools; Longitudinal Studies; *Statistical Bias; Young Adults
Identifiers-Current Population Survey; *National Longitudinal Study High School Class 1972

The National Longitudinal Study (NLS) of the High School Class of 1972 is a large scale study providing information on high school students as they mature to adulthood. The NLS refers to high school seniors, excluding those who drop out. The study is potentially biased toward more educated students. The analysis was based on 1972 Current Population Survey (CPS), a probability sample which enables researchers to distinguish and compare high school seniors and dropouts. The transition into new family roles occurs earlier for dropouts. Fully 20 percent of 17- and 18-year-old dropouts are married and many are parents. This compares to two percent of their high school peers. Dropouts are more likely to have left their parental home, many forming a separate primary family. Use of NLS for life cycle analyses must be tempered by awareness of these differences. (DWH)

ED219439 TM820457

Knowlton, Marie

Interrelationships of Canonical Orientation and Functional Goodness of Objects: The Perception of Functional Uses.

Cornell Univ., Ithaca, N.Y. Dept. of Education.

Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date Apr 82

Contract No-N00014-80-c-0372

Note-14p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attention; Cognitive Measurement; *Cognitive Processes; *Cognitive Tests; *Eye Movements; Multivariate Analysis; *Visual Stimuli

Identifiers-*Object Relations

The acquisition of information from pictures and the relationship between canonical orientation and the function of objects were studied. Twenty introductory educational psychology students experienced a set of five common objects, three different functional uses, and four possible orientations for each object. The results analyzed for one stimulus only indicate that the subjects spend more time on the first presentation of an object and rejects the hypothesis that subjects spend more time on features that are essential to the function being addressed. If the verification of functional uses follows from object identification, and the time to identify an object is greatest on the first presentation. Processing load in the illustration of texts and manuals can be minimized if attention is given to the initial presentation of an object. It is further concluded that the critical features of the object should be identified and displayed with the object in its most typical orientation. (PN)

ED219091 JC800477

Illinois Community College Board Uniform Accounting Procedures Manual.
Illinois Community Coll. Board, Springfield.
Report No-ICCB-007
Pub Date Jun 80
Note-142p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Budgeting; Classification; *Community Colleges; *Educational Finance; Records (Forms); *School Accounting; State Boards of Education; State Colleges; State Legislation; *State Standards; *Statewide Planning; Two Year Colleges
Identifiers-*Audits; *Illinois

This manual was designed to provide chief finance officers and other administrators with a summary of laws and policies that relate to Illinois public community colleges and to provide a uniform system for accounting, budgeting, auditing, and reporting in the state's community colleges. After chapter I describes the fiscal philosophies and objectives of the statewide uniform accounting system, chapter II reviews the policies, regulations, and guidelines established by the Illinois Community College Board (ICCB) that deal with local community college finances. Chapter III describes the basic accounting codification system, which provides common numerical codes to identify the major financial transactions by standard classifications of Fund, Program, or Object, Source or Type. Chapter IV sets forth definitions for major accounts and funds and specifies the limitations that are imposed on each. Chapter V establishes the budget elements, procedures, calendar, and form to be used by the colleges in submitting their annual budgets. After chapter VI considers the role and responsibilities of internal auditors and mechanisms for internal financial control, chapter VII considers statutory and ICCB requirements for external independent audits and specifies the elements and procedures of an independent audit. Finally, chapter VIII reviews the ICCB's suggested audit program and its steps. Appendices include definitions of terms and the forms used in the uniform accounting and reporting process. (AYC)

ED219189 RC013489

Tribal Aging Programs: A Basic Guide.

National Indian Council on Aging, Albuquerque, N. Mex.
Spons Agency-Administration on Aging (DHHS), Washington, D.C.
Pub Date 81
Grant-90-A-989(03)
Note-170p.; Paper copy not available due to publisher's choice.
Available from-National Indian Council on Aging, Inc., P. O. Box 2088, Albuquerque, NM 87103 ($7.00 per copy).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Advocacy; American Indians; Demonstration Programs; Financial Support; *Grantsmanship; Health Services; *Home Programs; Nutrition; *Older Adults; *Outreach Programs; *Program Development; *Reservation American Indians; Transportation; Tribes
Identifiers-Older Americans Act 1965; *Tribal Aging Programs

A national training session for administrators of tribal aging programs held by the National Indian Council on Aging in November 1979 was the basis for the training manual. The seven chapter titles reflect workshop topics with the text of each chapter incorporating material presented in the workshops and examples of model programs on reservations. Chapters discuss administering aging programs; providing general information on funding, developing and operating nutrition programs for Indian elders; establishing transportation services on reservations serving the elders; providing "homemaker-home health services" for the elderly, sick or handicapped person (allows person to live at home instead of going to a hospital or institution); and emphasizing the vital and useful role of senior centers for elders and the community. The last three chapters offer procedures in establishing tribal aging programs. Topics include advocacy working to change the system to make it serve the elderly better, approaches to grantsmanship, and sources of funding the Older Americans Act. (ERB)

ED219271 SE038778

Lessons from an Energy Curriculum for the Senior High Grades. Unit III - Energy: Food Production and Preparation (Energy Use and Conservation). Energy Education Curriculum Project.

Indiana State Dept. of Commerce, Indianapolis. Energy Group.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.

Spons Agency-Department of Energy, Washington, D.C.

Pub Date Jan 82

Grant-DE-F645-76CS-60038

Note-42p.; For related documents, see SE 038 775-784.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Conservation Education; Educational Games; *Electrical Appliances; Energy; *Energy Conservation; Environmental Education; *Foods Instruction; High Schools; Home Economics; Interdisciplinary Approach; *Learning Activities; Science Activities; Science Curriculum; Science Education; *Secondary School Curriculum; Teaching Guides; Units of Study

Identifiers-*Energy Education; Food Production; Indiana

Energy education units (consisting of a general teacher's guide and nine units containing a wide variety of energy lessons, resources, learning aids, and bibliography) were developed for the Indiana Energy Education Program from existing energy education materials. The units were designed to serve as an entire curriculum, resource document, supplementary materials, or as a laboratory manual of "hands-on" activities which could be infused into existing grades 9-12 curricula. Unit III, focusing on energy related to food production and preparation, consists of an introduction (rationale, unit objectives, and general background information), four lessons, unit resources, bibliography, and teacher evaluation form. Each lesson includes lesson title, objectives, background information, activities, evaluation techniques, and resources. Titles of lessons are: (1) Energy Use and Energy Conservation in the Home (Home Energy Game); (2) Energy Consumption in Food Preparation and Production; (3) Food Preparation and Energy Conservation Techniques; and (4) Oven Use and Energy Consumption. (Author/JN)

ED219351 SP020319

Biro, Ruth

Bibliographical Guide to Hungarian-American Sources. Educational Curriculum Kit 9.

Hungarian Ethnic Heritage Study, Pittsburgh, PA.

Spons Agency-American Hungarian Educators' Association, Silver Spring, Md.; Office of Elementary and Secondary Education (ED), Washington, DC. Ethnic Heritage Studies Program.

Pub Date 81

Note-36p.; For related documents, see SP 020 311-320.

Available from-Paul Body, 5860 Douglas St., Pittsburgh PA 15217 ($1.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Church Role; *Cultural Background; *Ethnicity; European History; *Folk Culture; Hungarian; *Immigrants; Literature; *Local History; Religion; Resource Materials

Identifiers-Hungarian Americans; *Hungarians

This bibliography provides a listing of authoritative research materials concerning the Hungarian experience in America. Listings represent sources of information in public libraries, universities, and organizational collections; some are in private collections in the Pittsburgh (Pennsylvania) area. Materials covered are: (1) Hungarian history, culture, and society; (2) emigration; (3) Hungarian-American history and culture; (4) prominent Hungarians in the United States; (5) Hungarian language and linguistic studies; (6) religious life; (7) literature; and (8) reference works. Appended are lists of Hungarian collections, organizations, periodicals, radio programs, and other sources of information on Hungarian culture in the United States. (Author/JD)

ED219373 SP020567

Hawes, Gene R.; Hawes, Lynne Salop
The Concise Dictionary of Education. A Hudson Group Book.
Report No-ISBN-0-442-26298-1
Pub Date 82
Note-249p.
Available from-Van Nostrand Reinhold Company Inc., 135 West 50th Street, New York, NY 10020 ($18.95).
Document Not Available from EDRS.
Descriptors-*Definitions; *Education; *Vocabulary

This dictionary provides definitions of terms used widely in education, spanning the range from preschool years to postdoctoral studies and adult education. Selected educators and educational legislation are included. It is intended as a resource for teachers, school administrators, guidance counselors, school psychologists, Parent Teacher Association and school board members, public officials, and parents involved in education. Selected educators and educational legislation items are included. (JD)

ED219461 UD022056

Iwanicki, Edward F.; Gable, Robert K.

The Hartford Project Concern Program: A Synthesis of the Evaluation Findings from 1976-1980.

Hartford Public Schools, Conn.
Pub Date May 81
Note-84p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Achievement Gains; *Busing; *Career Choice; Compensatory Education; Elementary Secondary Education; Inner City; Mathematics Achievement; Parent Attitudes; Private Schools; *Program Effectiveness; Program Evaluation; Public Schools; Reading Achievement; School Desegregation; State Programs; *Student Attitudes; *Student Attrition; Suburban Schools; Teacher Attitudes
Identifiers-Elementary Secondary Education Act Title I; *Hartford Public Schools CT

Project Concern is an experiment in educational intervention for children in those Hartford, Connecticut schools under Title I of the Elementary and Secondary Education Act. Begun in September, 1966, the program aims to achieve school desegregation objectives by busing Hartford students to schools in the suburbs and by busing students from schools in less economically disadvantaged areas to schools within the Hartford inner-city area. This report synthesizes findings from program evaluation over the period 1976-1980. Evaluation results are presented on: (1) program impact on students' academic achievement in Grades 3, 5, and 7; (2) program impact on students' attitudes toward school and their peers; (3) career choices and career patterns of Project Concern graduates; (4) factors associated with student attrition in the program; and (5) the attitudes of parents and teachers toward the program. Appropriate comparisons are made between (1) suburban Project Concern participants; (2) in-city program participants; (3) the classroom peers of suburban program participants; and (4) Hartford students who are not participating in the program. The findings provide evidence of gains in student learning, positive student attitudes, higher career aspirations, and more consistent career patterns among program participants. (Author/MJL)

ED219480 UD022463

Nichols, Patricia C.

African-American Children's Stories.

Pub Date Jul 82

Note-21p.; Paper presented at the Third World Studies Symposium on "Oral Sources and Third World Studies" (Santa Clara, CA, May 22, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-African Culture; *Black Culture; *Black Dialects; Blacks; Children; *Childrens Literature; Cultural Background; Elementary Education; *Folk Culture; *Narration; *Story Telling; Whites

Identifiers-South Carolina; West Africans

Examination of representative stories told by black American children of West African descent in South Carolina shows that specific cultural motifs have been preserved in the oral tradition of black communities. Typical stories are tales of the supernatural, such as the Hag story about mortals who shed their skin at night to do evil deeds. Variations of the story can be found among groups in Nigeria and Liberia, and among blacks in Michigan and different parts of South Carolina. A second type of story deals with human powers and insight, such as the powers believed to exist in persons born with cauls over their faces. Similar stories have been found in Michigan. A third type of story is the narrative of personal experience which, among blacks, involves the active participation of the listeners. This manner of storytelling resembles that found among the Igbo of Nigeria, many of whom were brought to North America as slaves. Stories told by black children differ from those told by whites in that the latter seldom include the listeners; furthermore, blacks use a dialect that is unlike whites' standard English. In theme and storytelling style, black children's stories reflect a background in which children were reared by grandparents and great-grandparents who have exposed the children to the lore, language, and culture of the ancestral homeland. (Author/MJL)

McKeown, Mary

Tuition and Mandatory Charges at Maryland Public Institutions of Higher Education. A Report to the Joint Chairmen of the Senate Budget and Taxation Committee and House Appropriations Committee, 1982 Session.

Maryland State Board for Higher Education, Annapolis.
Pub Date 30 Jun 82
Note-149p.
Available from-Maryland State Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Administrative Policy; Community Colleges; Comparative Analysis; Educational Economics; *Fees; Full Time Students; Higher Education; Inflation (Economics); *In State Students; National Norms; *Public Policy; *State Colleges; State Norms; State Surveys; State Universities; Trend Analysis; *Tuition; *Undergraduate Students
Identifiers-*Maryland; United States (South)

Information on tuition and fee charges at Maryland public colleges and universities since funding year (FY) 1973 and the results of a survey on other states' tuition policies are presented. In addition, current Maryland practice is examined and compared with those other states. In Maryland's public 4-year institutions, tuition and mandatory charges for undergraduate resident students who attend full-time varied by campus, but were highest at the state colleges and universities in FY 1982 in comparison to the research university. Maryland's mandatory charges at state institutions, including community colleges, were consistently greater than the national average and higher than the average of charges of states in the Southern Regional Education Board (SREB) region. University of Maryland's mandatory charges for full-time undergraduate residents were higher than the charges in the SREB states, about equal to the national average, and lower than the charges at the research universities in the contiguous states. Increases in tuition and mandatory charges since FY 1979 have exceeded the rate of inflation. Twenty-two states have tuition policies that relate tuition to the cost of education, to benchmark or peer institutions or states, or to variables exogenous to higher education, such as the Consumer Price Index or per capita income. All the states have different mandatory charges for resident and nonresident undergraduates. Statistical tables are included along with: the Maryland annotated code on community college tuition, brief descriptions of the tuition policies of each state, and a memorandum by Carol Frances entitled "Tuition Policy Development Process: Ten Key Questions to Answer." (SW)

ED219017 HE015275

Cross, George Lynn

Professors, Presidents, and Politicians. Civil Rights and the University of Oklahoma, 1890-1968.

Pub Date 81

Note-308p.

Available from-University of Oklahoma Press, Norman, OK 73019 ($17.95).

Document Not Available from EDRS.

Descriptors-*Academic Freedom; *Civil Rights; *College Administration; *College Faculty; College Presidents; *College Students; *Educational History; Governance; Higher Education; Political Influences; Political Issues; School Community Relationship; Student Rights; Teacher Administrator Relationship; Tenure; Trustees

Identifiers-Institutional History; Teacher Rights; *University of Oklahoma

Civil rights and academic freedom at the University of Oklahoma from 1890-1968 are examined by George Lynn Cross, president of Oklahoma University in the critical period from 1943 to 1968. The struggle for human rights is examined from the perspectives of teachers, students, administrators, and the community. Chapters include: "The Pioneer President"; "The Reorganization of 1908"; "Reorganization of the Academic Structure"; "The Reorganization of 1911"; "Brooks Strengthens the Presidency--Genesis of the American Association of University Professors"; "Bizzell's Beginnings, Triumphs, and Troubles"; "A Crisis Resolved"; "More of Murray"; "The DDMC Episode"; "A Year of Crisis: 1933"; "Better Days in Prospect?"; "Political Repercussions"; "The 'Red Hunt'--Genesis of the Oklahoms State System of Higher Education"; "Brandt Succeeds Bizzell"; "The Shockley-Walcutt Case"; "Civil Rights Issues"; "Major Progress: Desegregation--Faculty Civil Rights"; "A Governor's Dilemma--Lloyd Noble Leaves the Board of Regents"; "Another Red Hunt Begins...Ends"; "The Loyalty Oath"; "The Aftermath of the Loyalty Investigation"; "The Richard Blanc Case"; "Oath Law Ruled Illegal--Censure by the AAUP"; "Censure Removed"; "On Student's Rights"; and "Brief Reflections." In conclusion four criticisms of academic freedom are discussed: (1) some professors misuse or abuse academic freedom; (2) when tenure is achieved, some professors tend to diminish productivity and innovative effort; (3) present policies do not adequately protect the aggressively superior professor; and (4) it is inequitable for members of the academic profession to have elaborate job protection not enjoyed by workers in other professions. It is concluded that the weaknesses of some of the policies of academic freedom do not diminish the need for such freedom. It is suggested that all persons involved strive to achieve a level of fairness so that academic freedom may be protected. Appendices and an index are included. (LC)

ED219050 HE015328

Reid, John Y.; Goetz, Judith J.

Sociological and Bibliographical Aspects of the Field of Higher Education: A Preliminary Survey. ASHE Annual Meeting 1982 Paper.

Pub Date Mar 82

Note-21p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 2-3, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Faculty; *Educational Background; *Higher Education; Intellectual Disciplines; Males; Mentors; Publications; Sex Differences; *Teacher Characteristics; Teacher Responsibility; *Teaching (Occupation)

Identifiers-*ASHE Annual Meeting

Biographical and bibliographical data that indicate the relative weight and contributions made by different disciplines and individuals to the development of the field of higher education are analyzed. Mailing of a questionnaire in 1980 to 623 persons teaching in the field resulted in 150 usable returns from 138 men and 12 women, representing 71 higher education institutions. Eighty-six percent of the respondents' doctoral degrees and 64 percent of their master's degrees were in education; 15 percent of their baccalaureate degrees were also in education. Seventy-four of the respondents indicated that they had an appointment in addition to their higher education faculty position. Forty-six of the additional appointments were administrative, and of those, almost half were higher education department chairs, center directors, or both. Areas of expertise and/or special interest of the respondents are indicated. A total of 516 different individuals were cited by respondents as influential, and basically these people were professional college administrators and faculty members. The nature of influences on academic training and professional development was also elicited. In addition, the books and journals found to be of most use or most importance in 15 categories (i.e., subfields of the field of higher education) are listed. Among the conclusions are following: the field is dominated numerically by men and it has no central discipline, no dominant theory or even a general theoretical orientation accepted by a large majority, and possesses no distinctive approaches, methods, or concepts. (SW)

ED219070 IR010284

Seidenberg, Edward, Comp.; Gidseg, Mitchell, Comp.

Texas Library Systems and Services. A Description of the Programs and Budgets for FY 1981.

Texas State Library, Austin.
Pub Date 81
Note-162p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Budgets; Charts; Graphs; Library Expenditures; *Library Networks; Library Planning; *Organizational Objectives; *Program Budgeting; *Regional Planning; *Regional Programs; Resource Allocation; Tables (Data)
Identifiers-Texas

This publication provides a detailed look at the regional public library system for 1981 and presents detailed funding, programming, and staffing information on Texas library systems for use by librarians, trustees, and system staff. Collected from personal contacts and documents and based on certain assumptions or knowledge, the data are intended to draw as accurate a picture as possible of the state library system. The narrative introduction presents a legislative history of Texas systems, a summation of funding for the past 6 years, a review of system membership criteria, and an explanation of accreditation. A statewide overview contains a system map, a table of 1981 membership, the Library Systems Act Advisory Board roster, and the composite Long-Range Planning Matrix of System programs. In the programs section, the information provided for each system includes program abstracts, the collection development incentive formula, 1981 performance objectives, and a list of member libraries. The summary budget analysis section provides the details of the 1981 systems budgets and graphs and charts display this information for the past 5 years. A reader response form is provided for feedback comments, criticisms, and suggestions. (Author/RAA)

ED219110 JC820365

Maryland State Board for Community Colleges: State Plan and Annual Report.

Maryland State Board for Community Colleges, Annapolis.
Pub Date Jun 82
Note-188p.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*College Planning; College Role; *Community Colleges; Educational Facilities; *Educational Finance; Educational Trends; Enrollment; Enrollment Projections; Expenditures; Governance; *Institutional Characteristics; Organizational Objectives; State Colleges; *Statewide Planning; Two Year Colleges
Identifiers-*Maryland

This State Plan is designed as a source of current information about Maryland's community colleges and as a guide to emerging trends and future activities. After chapter I sets forth the format, purposes, objectives, and uses of the Plan, chapter II provides background information on the community college system and its mission, history, structure, and governance. In chapter III, general conditions, trends, and projections for the community colleges are discussed in terms of enrollment, instructional programs, finance, and facilities. Chapter IV outlines the goals and objectives of the Maryland State Board for Community Colleges and the colleges themselves. Chapter V identifies the current strengths of Maryland's community colleges in the areas of student goal achievement, faculty competency, local support, geographic access, quality facilities, and diverse and responsive courses of instruction. This chapter also points out emerging policy areas that require study, such as the use and evaluation of part-time faculty, enrollment issues, new instructional modes and technologies, and college mission. Chapter VI provides a brief overview of the status and future growth of each of the community colleges with respect to enrollment, programs, facilities, and expenditures. Appendices include definitions, enrollment and financial data, a description of Maryland's management information systems, and a list of Board publications. (AYC)

Harker, Richard K.

Symposium: Education, Community Control and the Curriculum: A Case Study of Two Aboriginal Communities.

New Zealand Association for Research in Education, Wellington.
Pub Date 28 Nov 80
Note-28p.; Paper presented at the annual Conference of the New Zealand Association for Research in Education (2d, Palmerston North, New Zealand, Australia, November 28, 1980).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Case Studies; Community Relations; *Community Schools; *Culture Conflict; Elementary Secondary Education; Extended Family; Family Structure; Foreign Countries; Government School Relationship; Multicultural Education; Parent Participation; Rural Education; *School Community Relationship; *Self Determination; *Sociocultural Patterns
Identifiers-*Aboriginal People; Australia; *Community Controlled Education; Culture Based Curriculum; Finke River Mission (Australia); Isolation (Geographic); Strelley Community School (Australia)

Problems raised by a conflict between culture of the school and culture of the pupil's home community are brought into focus when looking at schooling for children from a culture which has no links into culture of the dominant group, and in fact rejects as "worthwhile activities" the very things that members of the dominant group regard as most "worthwhile"; this situation exists for tribal Aborigines in parts of Australia. Three documents present part of a case study illustrating what cultural and social barriers mean in educational terms and describing difficulties and solutions that have been arrived at in two particular locations: Hermannsberg (N.T.) and Strelley (W.A.). The first document relates to efforts of Finke River Mission at Hermannsberg and describes the lack of success from schooling based on "normal" Australian models even after many years of effort by teachers. The second document summarizes the situation at Hermannsberg in 1979 and extends discussion into health, housing and land, where the same policies are being pursued. The third document describes a solution arrived at in a different situation where the community finances its own schools independently of outside organizations, such as state education departments or missions. (Author/ERB)

ED219251 SE038753

Bestgen, Barbara J.; Reys, Robert E.

Films in the Mathematics Classroom.

National Council of Teachers of Mathematics, Inc., Reston, Va.
Report No-ISBN-0-87353-195-7
Pub Date 82
Note-90p.
Available from-National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($6.75) ea., 10 or more copies to same address earn 20% discount).

Document Not Available from EDRS.

Descriptors-Annotated Bibliographies; *Audiovisual Aids; Elementary Secondary Education; Higher Education; Instruction; *Instructional Films; Instructional Materials; *Mathematics Education; *Mathematics Instruction; Mathematics Materials; Reference Materials

This document is designed to help teachers become aware of available mathematics films and use them effectively in teaching mathematics. The five main sections cover: (1) Are Mathematics Films Used in Mathematics Classes; (2) Why Use Films in a Mathematics Class; (3) How Should Films be Used; (4) What Mathematics Films Are Currently Available in the United States and Canada; and (5) Where Are Film Procedures and Distributors Located. It is noted that, in general, very few films are used in mathematics classes. The most frequently cited reason for lack of use is that teachers indicate that they do not know what exists. This work contains candid reviews and ratings from classroom teachers and explicit suggestions for planning, previewing, and integrating films into the instructional program. More than 200 mathematics films are listed alphabetically by title. An index is supplied, classifying films under key mathematical topics. (MP)

ED219291 SO013997

Presno, Vincent

A Value Analysis of Historically Significant Forms of Subject Matter.

Pub Date 19 Mar 82
Note-19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classification; *Curriculum; Educational Objectives; Educational Philosophy; *Educational Theories; Elementary Secondary Education; Experiential Learning; Higher Education; Humanistic Education; *Values

The purpose of this paper is to articulate the relative meanings and values of various forms of subject matter. The paper first constructs a synthesizing definition of subject matter. All subject matter is conceptual in nature and is composed of words or statements concerning objects and events of the world which are to be taught and learned. The paper then discusses the three major subject matter types or approaches and their value and meaning: the life skills and experiential curriculum approach characterized by practicality, utility, and function; the romantic curriculum approach which emphasizes involvement, creativity, and expression; and the structuralist curriculum approach which emphasizes lawfulness, order, precision, and predictability. The three types of meaning--extrinsic, intrinsic, and formal--are then applied to six fields of human activity--the individual person, groups of persons, things, groups of things, concepts, and words. From this application emerge 18 subject matter sub-types the meaning and value of which are discussed. For example, the application of extrinsic meaning to individual persons shows persons as psychologically functioning persons. This meaning is basic to personality functioning studies that emphasize the interaction of persons with their environment. Another example is the application of extrinsic meaning to things showing things as utilities. This gives economic meaning which is basic to courses of study that emphasize consumer, vocational, and business practice. (RM)

ED219311 SO014157

Armento, Beverly J.

Awareness of Economic Knowledge: A Developmental Study.

Pub Date Mar 82
Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences; *Concept Formation; *Developmental Stages; *Economics Education; Educational Research; Elementary Secondary Education; Ethnicity; Sex Differences

The purpose of this study was to examine verbal conceptual knowledge of selected economic topics to test for the existence of age, gender, and/or ethnic related trends and patterns. Three hundred fifty-five children, aged 2-1/2 through 16, were interviewed in one-on-one sessions by their teachers. Five questions were asked: (1) Why do people work?; (2) Do people have everything they want?; (3) How do you decide what to buy with your money?; (4) Why do people pay taxes?; (5) How do we get the things that are not made or grown in our country? Teachers recorded verbatim all responses of the children. No trends and patterns were found for gender or ethnicity. However, many were found for age. A discussion of the results for each question are included in the paper. The characteristics of childrens' responses along the developmental levels parallel previous findings and generally support patterns found in the concept development literature. No major departure from previously established patterns was seen. In general, economic topics which were familiar to the everyday lives of children elicited more sophisticated responses at earlier ages. Generally, by age 7, young children had formulated fairly accurate conceptions of work and scarcity and had developed a method for making decisions. Concept response patterns tended to progress from more egocentric to more objective notions and from more concrete ideas to more abstract ideas. These same response characteristics applied to the responses for the tax and imports questions. (RM)

Yap, Kim Onn

Use of Item Dimensionality to Reduce Test Burden in Title I Projects.

Pub Date Mar 82
Note-17p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Bilingual Students; Cluster Analysis; Compensatory Education; *Item Analysis; Language Tests; *Multidimensional Scaling; Primary Education; Program Evaluation; *Scoring; *Test Items; Test Use
Identifiers-Elementary Secondary Education Act Title I; Individual Differences Scaling (INDSCAL); *Item Dimensionality

A few multi-dimensional items were found to be more efficient than a larger number of uni-dimensional items in tests for participant selection and evaluation of such compensatory educational programs as Title I. A multi-dimensional scaling technique is described which derives scores for each item on three dimensions, and allows multiple scores to be derived from the same set of test items. A 35-item English language test was administered to first- and second-grade bilingual students and an inter-item correlation matrix was computed. In an analysis by the INDSCAL program, a three dimensional configuration of pronoun use, object identification and word-endings pronunciation was found. The scale scores, intercorrelations among nine score variables, and degrees of item saliences on the dimensions were calculated. Five items were classified as multi-dimensional (appearing in all three clusters of items based on dimensions) and seven were identified as uni-dimensional. The possibility of using item dimensionality to reduce the test burden in program evaluation is discussed with suggestions for improving the present procedure regarding scoring algorithms and salience measures. (Author/CM)

ED219129 PS012941

Griswold, Philip A.; And Others

Parent Education and Involvement: A Pilot Study of Its Impact at the Lakewood, New Jersey Follow Through Program, 1978-1979.

Pub Date May 79

Note-19p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Check Lists; Elementary Education; *Parent Attitudes; *Parent Education; *Parent Workshops; *Program Evaluation; Questionnaires; *Student Improvement; Surveys

Identifiers-*Project Follow Through

A survey was made of 95 parents who had attended at least one of several workshops designed by the Lakewood Follow Through Program to provide curriculum-related parent education enabling parents to work with their children at home. The parent workshops were designed to increase (1) time spent by parents with the child at home, (2) the ability of parents to help children with their homework, (3) parents' comfort at school, especially with teachers, and (4) general parent participation in all Follow Through activities. A survey instrument based on the four objectives of the workshops was administered in person and by telephone. Additionally, a short checklist designed to detect changes in school-work behavior as a result of parental attendance, was given to teachers of children whose parents attended a workshop. Findings are discussed and the parent workshop survey instrument as well as the teacher checklist of student behavior are appended. (RH)

ED219151 PS012966

Stinard, Thomas A.

Synopsis of Research on Kindergarten Scheduling: Half-Day, Everyday; Full Day, Alternate Day; and Full Day, Everyday.

Grant Wood Area Education Agency. Cedar Rapids, Iowa.
Pub Date Apr 82
Note-19p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement; *Emotional Development; *Kindergarten; Literature Reviews; *Outcomes of Education; Primary Education; *School Readiness; *School Schedules; *Social Development
Identifiers-Research Summaries

The purpose of this paper is to review and summarize empirical evidence on the effects of different kinds of scheduling on kindergarten children. A search was made for all research conducted within the last 10 years that directly compared kindergarten children in different programs on academic readiness for first grade and on socioemotional development. Eight studies comparing student outcomes in half-day, everyday (HDED) and full-day, alternate day (FDAD) schedules were located and reviewed. Sample sizes ranged from adequate to large; to control for teacher effects, each study included more than one teacher in each of the schedules compared. While aggregate findings revealed no differences in socioemotional adjustment and neither schedule was revealed as clearly superior, results did indicate a slight edge favoring FDAD in academic achievement. Eight studies were also located that compared students in HDED and full-day, everyday (FDED) schedules. The evidence strongly supported the academic advantages of the FDED schedule. Tables providing background information and summaries of results for the two sets of studies are appended. (Author/RH)

ED219331 SO014201

Turner, Ralph H., Ed.; Short, James F., Jr., Ed.
Annual Review of Sociology. Volume 8, 1982.
Annual Reviews, Inc., Palo Alto, Calif.
Report No-ISBN-0-8243-2208-8
Pub Date 82
Note-369p.; For a related document, see ED 205 444.
Available from-Annual Reviews, Inc., 4139 El Camino Way, Palo Alto, CA 94306 ($22.00 USA, $25.00 elsewhere).
Document Not Available from EDRS.
Descriptors-Antisocial Behavior; Higher Education; Jews; Political Power; Prediction; Retirement; Revolution; Self Concept; Sex Role; Social Psychology; *Social Science Research; *Sociology; State of the Art Reviews; *Trend Analysis
Identifiers-*Marxism

Thirteen essays describing current research in sociology are included in this publication. The essays fall into ten categories: individual and society, differentiation and stratification, institutions, political and economic sociology, social processes, policy, historical sociology, and sociology of world regions. Titles include: The Self-Concept; Perspectives on the Concept of Social Control; The Social Psychology of Deviance; The Sociology of American Jewry: The Last Ten Years; Sex Roles: The Division of Labor at Home and in the Workplace; Retirement as a Social Institution; Expectation States and Interracial Interaction in School Settings; Political Power and Conventional Political Participation; Countermovements and Conservative Movements in the Contemporary U.S.; Sociology and Social Forecasting; The Comparative and Historical Study of Revolutions; World-System Theory; and Research on Marxist Societies: The Relationship Between Theory and Practice. The volume concludes with cumulative indexes of authors and titles for volumes one through eight of the publication and a subject index. (Author/RM)

ED219374 SP020569

Teacher Corps '79. Final Progress Report of Second Project Activities.

Arkansas Univ., Fayetteville.; Arkansas Univ., Pine Bluff.; Pine Bluff School District 3, Ark.

Pub Date Aug 81

Note-24p.; For related document, see SP 020 570. Prepared by the Teachers Corps Project.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Community Education; Community Involvement; Course Content; Educational Environment; Higher Education; Inservice Teacher Education; Multicultural Education; Parent Participation; School Community Relationship; *Teacher Education Curriculum; *Teacher Education Programs; *Teacher Interns; Teacher Workshops; *Teaching Experience

Identifiers-*Teacher Corps

This report provides information on the characteristics and progress of the Teacher Corps '79 project activities conducted by the University of Arkansas in the Pine Bluff School District. Progress is noted in the areas of: (1) master's degrees for Teacher Corps interns in elementary and secondary education; (2) intern courses completed in educational psychology; (3) interns' community and school experiences; (4) inservice workshops on improving school climate; (5) inservice training activities in multicultural education; (6) community-based education programs; (7) citizen involvement and participation; (8) community organization and development; (9) community-based training for interns; (10) parental involvement in community-based education Teacher Corps activities; and (11) community council training programs. (JD)

ED219440 TM820458

Revicki, Dennis A.

The Relationship Between Self Concept and Achievement: An Investigation of Reciprocal Effects.

Pub Date Mar 82

Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement; *Elementary School Students; *Family Environment; *Grade 2; Mathematics Achievement; Models; Parent Influence; Psychometrics; Reading Achievement; *Self Concept; Self Esteem

Identifiers-*Covariance Structural Analysis; LISREL Computer Program

The reciprocal relationship between self concept and academic achievement was investigated using a two-wave, two-variable, multiple-indicator design. The Self Observation Scales (SOS) and Stanford Achievement Test (SAT) were used to measure self concept and academic achievement, respectively. A sample of second grade children and their families were studied. Family socioeconomic status (SES) information was collected during semi-structured home interviews. Family environment information was collected in the same manner. LISREL was used for covariance structural analysis. Reading and mathematics achievement scores were positively associated with self concept in the sample population. The relationship was stronger for reading, than for mathematics, achievement. Achievement performance appeared to influence self concept more strongly than self concept affected achievement. Self concept appeared to be connected to parental educational and occupational expectations. Parents influence their child's cognitive development and achievement performance through creation of an intellectually stimulating home environment, as well as through their interactions with, and expectations of, their child. (DWH)

ED219034 HE015305

Fincher, Cameron

Academic Administration: Are There Differences That Matter?

Georgia Univ., Athens. Inst. of Higher Education.
Pub Date Jun 82
Note-14p.; Originally presented as an invited lecture at the University of Virginia (Charlottesville, VA, November 18, 1980).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Business Administration; Business Administration Education; *College Administration; College Role; Conflict Resolution; Decision Making; Higher Education; *Organizational Climate; Organizational Objectives; *Personnel Management; *Public Administration; Systems Approach; Teacher Employment

The differences between academic administration and business management and the distinctions between academic administration and public administration are addressed. Attention is directed to differences in purpose and internal organization; decisions and conflict resolution; environmental relations and internal affairs; and recruitment, selection, and development of personnel. Given a difference in purposes and a resulting difference in organizational structure of colleges and business/government, it follows that the processes adopted or developed for making decisions and resolving conflict differ. All of these differences ensure different kinds of relations with the public served by colleges and universities, and different norms, values, and incentives that govern many of their internal affairs. The different professional identities and allegiances of college faculties dictate different modes and styles of recruitment, selection, promotion, assignment, transfer, and monetary reward. Two reports that were influential in the reorganization of undergraduate and professional

curricula in business management recommended that general concepts and principles of management were to be balanced with general or liberal education at the undergraduate level. In the early 1970s, the application of systems analysis to academic administration initially provided a general framework for the study and development of planning models but later was advocated for the efficiency it would enforce upon mis-managed colleges and universities. Attention is also directed to management by objectives and the differentiated functions of administration and governance at colleges. (SW)

ED219190 RC013490

American Indian Elderly: A National Profile.
National Indian Council on Aging, Albuquerque, N. Mex.
Spons Agency-Administration on Aging (DHHS), Washington, D.C.
Pub Date 81
Grant-90-A-1369
Note-188p.; Paper copy not available due to publisher's choice.
Available from-National Indian Council on Aging, Inc., P. O. Box 2088, Albuquerque, NM 87103 ($11.00 per copy).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Alaska Natives; *American Indians; Daily Living Skills; Employment Level; *Evaluation; Housing; Mental Health; *National Surveys; Needs Assessment; *Older Adults; Physical Health; *Quality of Life; Socioeconomic Status; Transportation; Tribes

The first research effort undertaken to document conditions of life of older Indian and Alaskan Native people (aged 45 and older) nationwide was completed by the National Indian Council on Aging in 1980. Data were derived from results of a detailed survey administered to a random sample of 712 older Indians and Alaskan Natives from urban and rural areas across the country. Data included information on social resources, economic resources, mental health, physical health, ability to perform activities of daily living, receipt of services, housing conditions, and transportation needs. Major findings of the study included the following: character of life for Indian and Alaskan Natives is significantly different from that of the dominant population (i.e., relative income, education and employment levels, importance of extended family, and patterns of physical and mental health problems); impairment levels of Indians and Alaskan Natives 55 and older are comparable to non-Indian U.S. elderly 65 and older; existing service system falls short in satisfying needs for service; exact number and location of Indian elderly is not well documented, especially in urban areas; and review of legislation and funding sources relevant to Indian elderly revealed important discrepancies, among them in the definition of "Indian." (ERB)

ED219210 RC013520

An Annotated Bibliography of Materials on the Puerto Rican and Mexican Cultures.

New York State Education Dept., Albany. Bureau of Bilingual Education.
Pub Date 82
Note-115p.
Available from-The University of the State of New York, The State Education Department, Bureau of Bilingual Education, Albany, N. Y. 12234 (free while supply lasts).
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adult Education; Annotated Bibliographies; Bilingual Instructional Materials; Childrens Literature; Cultural Awareness; Cultural Background; Elementary Secondary Education; Folk Culture; *Hispanic American Culture; Instructional Materials; Mexican American History; *Mexican Americans; *Mexicans; Publishing Industry; *Puerto Rican Culture; Puerto Ricans; Social History; Teaching Guides
Identifiers-Chicanos

Intended as a resource guide for school personnel working with bilingual students and/or students for whom English is a second language, the annotated bibliography cites approximately 301 materials on the Puerto Rican and Mexican cultures. Divided into 3 major categories, the bibliography cites 30 books on the history and culture of the people in Mexico; 61 posters, heritage units, student and teacher texts, and literature on the Mexican American people in the United States; and 210 materials, books, and student and teacher texts on

Puerto Rico and Puerto Ricans in the United States. The bibliography begins with an alphabetized list of the materials which are annotated. Annotations include: title, author, publisher, suggested grade level (K through adult), and a description of the item. Code numbers referring to the identification system used by the Bureau of Bilingual Education in its resource library are provided for each annotation. A list of names and addresses of 472 publishers is appended. (NQA)

ED219230 SE038252

Goodstein, Madeline P.

Phase Two, Secondary Course in Application of Mathematics to Science. Final Report.

Central Connecticut State Coll., New Britain.

Spons Agency-National Science Foundation, Washington, D.C.

Pub Date Jan 82

Grant-NSF/SED-82002; SEDR-77-18444

Note-79p.; Document contains occasional marginal legibility. Developed by the Sci-Math Project.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Courses; Curriculum Development; Educational Research; *Mathematical Applications; Mathematics Curriculum; Mathematics Instruction; Pilot Projects; Science Curriculum; Secondary Education; *Secondary School Mathematics; *Secondary School Science

Identifiers-*Mathematics Education Research; *Science Education Research

Data from the pilot use of a mathematical applications in science course for secondary-school pupils are presented. The course was offered in a variety of ways. Among these were: 1) as a one-semester elective course to sophomores who were planning to study chemistry; 2) as part of a physical science course for low achievers; 3) as part of a chemistry course; 4) as part of a physics course; and 5) as part of a special biology and algebra sequence in an inner city school. The achievement of all students are presented, as measured on special pre- and post-tests. Among the conclusions, the program is seen as helpful, capable of teaching new skills, well developed, coherent, and well received by students and teachers. The biggest problems were: 1) how and where to place the program in traditional educational settings; 2) the appropriate grade level; and 3) how to implement it in traditional time settings. It was found that the program involves a unit of time that does not mesh well with quarters, semesters, or year-long courses. (MP)

ED219352 SP020320

Flint, Jonathan

Teaching Guide for Hungarian Curriculum Kits. Educational Curriculum Kit 10.

Hungarian Ethnic Heritage Study, Pittsburgh, PA.

Spons Agency-American Hungarian Educators' Association, Silver Spring, Md.; Office of Elementary and Secondary Education (ED), Washington, DC. Ethnic Heritage Studies Program.

Pub Date 81

Note-52p.; For related documents, see SP 019 311-320.

Available from-Paul Body, 5860 Douglas St., Pittsburgh PA 15217 ($1.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Acculturation; Biographies; Church Role; Class Activities; Cultural Awareness; *Cultural Traits; Elementary Secondary Education; Ethnic Groups; *Ethnicity; *Folk Culture; Hungarian; *Immigrants; Interdisciplinary Approach; *Migration; Social Mobility

Identifiers-*Hungarian Americans; Pennsylvania (Pittsburgh)

This teacher's guide accompanies nine other kits that describe the Hungarian American experience in Pittsburgh and western Pennsylvania. Activities are suggested that can be used at different educational levels and in various subject areas. The approach focuses on the experience of Hungarians to illustrate key concepts related to immigration and ethnicity. Class activities are outlined for five educational kits dealing with: (1) children's Hungarian heritage; (2) Hungarian immigrants in the Pittsburgh area; (3) Hungarian community life in Pittsburgh today; (4) Hungarian folk arts and crafts; and (5) survey of Hungary--past and present. (Author/JD)

ED219395 TM820398

Fortna, Richard O.

A Glossary of Measurement Terms Used in Title I Evaluation.

Educational Testing Service, Princeton, N.J.

Spons Agency-Office of Elementary and Secondary Education (ED), Washington, DC.

Pub Date Jul 81

Note-13p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Testing; Evaluation Methods; *Glossaries; *Program Evaluation; Statistical Analysis; Test Interpretation; Test Reliability; Test Validity

Identifiers-*Elementary Secondary Education Act Title I; Title I Evaluation and Reporting System

Measurement terms used in Title I evaluation are contained in this glossary. Several types of measurement techniques are identified and defined. Other measurement terms which are defined include those relating to validity, reliability, statistical analysis, test interpretation, and program effectiveness. (DWH)

ED219481 UD022465

Crawford et al. v. Board of Education of the City of Los Angeles et al. Certiorari to the Court of Appeal of California, Second Appellate District. No. 81-38. Argued March 22, 1982. Decided June 30, 1982. Supreme Court of the United States. Syllabus.

Supreme Court of the U. S., Washington, D.C.
Pub Date 82
Note-39p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Busing; Civil Rights; Civil Rights Legislation; *Constitutional Law; *Court Litigation; Desegregation Plans; Elementary Secondary Education; *Federal Courts; Federal Legislation; Minority Groups; *Racial Discrimination; Racial Segregation; *School Desegregation; *State Legislation
Identifiers-*Crawford v Board of Education of Los Angeles; Fourteenth Amendment; Los Angeles Unified School District CA; *Proposition 1 (California 1979); Supreme Court

This document includes a case summary and the Supreme Court Justices' opinions on Crawford vs Board of Education of the City of Los Angeles. The Crawford case concerned the constitutionality of Proposition 1, a State constitutional amendment ratified by California voters to stop mandatory pupil reassignment and busing within the Los Angeles Unified School District unless the reassignment was mandated by a Federal court to remedy a violation of the Equal Protection Clause of the Federal Constitution's Fourteenth Amendment. The Court opinion, delivered by Justice Powell, held that Proposition 1 did not violate the Fourteenth Amendment; was merely a repeal of previous desegregation litigation; was not enacted with discriminatory intent; and had legitimate nondiscriminatory objectives, mainly the educational benefits of neighborhood schooling. Concurring, Justice Blackmun distinguished between the Crawford case and the case of Washington vs Seattle, maintaining that in the latter case, the State electorate reallocated decision-making authority to make it more difficult for minorities to achieve legislation in their interest, while in the former, California voters merely repealed the right to invoke a judicial busing remedy. In dissent, Justice Marshall maintained that Proposition 1 reallocated State power and deprived minorities of the only effective method of redress, namely the full remedial powers of the State judiciary. (Author/MJL)

ED219092 JC810140

Program Approval Procedures Manual.
Illinois Community Coll. Board, Springfield.
Report No-ICCB-011
Pub Date Jan 81
Note-50p.; Best copy available.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrative Policy; *College Curriculum; College Programs; Community Colleges; *Courses; *Curriculum Development; State Boards of Education; *State Standards; *Statewide Planning; Two Year Colleges
Identifiers-*Illinois

This manual is designed to provide guidance for Illinois community college districts in preparing program proposals, applications for approval of courses or units of public service, or applications for reasonable and moderate extensions of approved programs. After an overview of the program approval and program review processes, the next five sections of the report outline specific procedures. The first of these sections discusses approval of units of instruction by the Illinois Community College Board (ICCB), covering topics such as action on new majors, withdrawal of a unit of instruction, cooperative instructional programs, statewide and regional instructional planning, contracting with other schools for instruction, and approval of extension programs. The next section focuses on approval of courses,

considers the documentation required by the ICCB for new or revised courses, changes in course data, course classification, credit criteria, accelerated courses, and independent study. The final sections outline procedures for the approval of units of public service; for the approval of funds under the Disadvantaged Student Grant Program; and for the approval of units of research. Appendices include a list of the 32 occupations for which programs of instruction must meet state licensing requirements and a sample of ICCB forms for program approval with accompanying instructions. (KL)

ED219130 PS012942

Aaronson, May; And Others

Preschool Preposition Test and Classroom Behavior Description: Eighth Grade Follow-Up of Head Start Program.

Pub Date Apr 82

Note-28p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 15-18, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement; *Academic Aptitude; Followup Studies; Grade 3; Grade 8; *Measures (Individuals); *Predictive Validity; *Preschool Children; Preschool Education; *Sex Differences; Special Education; Student Placement

Identifiers-Classroom Behavior Description; Preschool Preposition Test; Project Head Start

Head Start children tested at 4 years of age on the Preschool Preposition Test (PPT) and the Classroom Behavior Description checklist (CBD) were assessed for academic achievement and scholastic aptitude at the third- and eighth-grade levels. The PPT is a receptive language test which examines the comprehension of verbal directions by using spatial prepositions or related locative terms together with objects. The CBD, developed as a companion measure to the PPT in order to explore the relationship of social skills to cognitive ability, is a 10-item checklist on which a teacher evaluates a child's ability; classroom adjustment; and several social, emotional, and task-oriented characteristics considered likely to influence classroom competence. Scores were obtained for 44 subjects at the third-grade level on the Cognitive Abilities Test and the Iowa Tests of Basic Skills. Scores of a subsample of children at the eighth-grade level on the California Achievement Test were also obtained. Differences in achievement test scores earned by boys and girls, as well as the sex differences in both PPT and CBD correlations with eighth-grade achievement, with third-grade achievement, with scholastic aptitude test scores, and with later special education placement are discussed. (RH)

ED219272 SE038779

Lessons from an Energy Curriculum for the Senior High Grades. Unit IV - Energy and Economics (Residential and Agricultural). Energy Education Curriculum Project.

Indiana State Dept. of Commerce, Indianapolis. Energy Group.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.
Spons Agency-Department of Energy, Washington, D.C.
Pub Date Jan 82
Grant-DE-F645-76CS-60038
Note-62p.; For related documents, see SE 038 775-784.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Community Involvement; *Conservation Education; Energy; *Energy Conservation; Environmental Education; *Fuels; High Schools; Interdisciplinary Approach; *Learning Activities; Natural Resources; Pollution; Science Activities; Science Curriculum; Science Education; *Secondary School Curriculum; Teaching Guides; Units of Study; *Utilities
Identifiers-Alternative Energy Sources; *Energy Education; Indiana

Energy education units (consisting of a general teacher's guide and nine units containing a wide variety of energy lessons, resources, learning aids, and bibliography) were developed for the Indiana Energy Education Program from existing energy education materials. The units were designed to serve as an entire curriculum, resource document, supplementary materials, or as a laboratory manual of "hands-on" activities which could be infused into existing grades 9-12 curricula. Unit IV, focusing on energy and economics (residential and agricultural), consists of an introduction (rationale, unit objectives, and general background information), seven lessons, unit resources, bibliography, and teacher evaluation form. Each lesson includes lesson title, objectives, background information, activities, evaluation techniques, and resources. Titles of lessons are: (1) Community Involvement in Government Rationing, Pollution - A Role Playing Lesson; (2) Wise Use of Decreasing Natural Resources; (3) Standard of Living; (4) The Need for Energy Conservation in the Home and on the Farm; (5) The Need for Energy Conservation, Student Information Sheets; (6) Resources and Their Wastes - Air, Water and Soil Pollution; and (7) Fuel Consumption Checklist and E.Q. (Energy Quotient) Lesson. (Author/JN)

ED219292 SO014000

Eyler, Janet; Ehman, Lee H.

Relationships of Student Political Attitudes and Group Characteristics to the Roles Students Choose to Play in School Groups.

Pub Date 23 Mar 82
Note-59p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 23, 1982).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Educational Environment; Group Behavior; Group Structure; *Institutional Characteristics; *Political Attitudes; *Political Socialization; Politics; School Size; Secondary Education; Social Science Research; Socioeconomic Status; *Student Attitudes; Student Behavior; Student Organizations; Student Participation; Student Role

This study examines the role of the high school as a political environment in which students may acquire experiences which contribute to the development of their political competence. The paper explains the objectives of the study, discusses the methods used, describes the schools in which data were gathered, reports the findings, and identifies areas for future study. Specifically examined is the relationship of political attitudes to participation in school groups and to the types of participation students engage in within groups. Also examined are differences in the political characteristics among groups that may have an impact on the experiences students have within groups and on the skills they develop. And finally, since both school size and social/economic status (SES) have been linked with attitudes and participation, the effect of these variables is explored. Thirteen secondary schools in urban, suburban, and rural settings were selected for primary data collection on the basis of convenience and accessibility. Questionnaires were developed and administered to random samples within each school to assess student attitudes, school system political characteristics, and within-school group political characteristics. Data for the study were collected in 1974, and again in 1975 and 1976 from the same schools and students. Findings show that student political attitudes are associated with both quantity and quality of participation. The study also found a lack of relationship between school SES and level of participation within the school. (RM)

ED219419 TM820431

Williams, John D.; Newman, Isadore

Using Linear Models to Simultaneously Analyze a Solomon Four Group Design.

Pub Date Mar 82

Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Control Groups; Experimental Groups; *Hypothesis Testing; Mathematical Models; *Pretests Posttests; *Regression (Statistics); *Research Design; Research Problems; *Statistical Analysis

Identifiers-*Solomon Four Group Design

Problems associated with the analysis of data collected using the Solomon Four Group Design are discussed. The design includes an experimental group and a control group that have been pretested and posttested, and an experimental and a control group that have been posttested only. A sample problem is approached in three different ways. First, the data are divided into two sets (those both pretested and posttested, and those posttested only) and analyzed using a simple t test. Second, the problem is visualized as a repeated measures design wherein the pretest is the first measure and the posttest is the second measure. Using this approach, the data can be analyzed with regression techniques. Third, if the design were seen as a six group design, a one-way lay-out or a three-way lay-out are possible. Both options are discussed, including the appropriate restrictions and multiple comparison techniques. (CM)

ED219462 UD022090

Pressman, Harvey

Linking School and Work. Promising Practices from a National Demonstration.

Youthwork, Inc., Washington, D.C.

Pub Date Apr 81

Note-96p.; Publication of this report made possible through funding from the Field Foundation, Public Welfare Foundation, Rockefeller Brothers Fund, Eleanor Roosevelt Institute, Southern Education Foundation, Taconic Foundation and the Edna McConnell Clark Foundation all of which support Youthwork, Inc.

Available from-Youthwork, Inc., 805 15th Street, N.W., Suite 705, Washington, DC 20005 ($3.00).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Adolescents; Career Planning; Community Programs; Cooperative Programs; Demonstration Programs; Disabilities; Disadvantaged Youth; Dropouts; *Education Work Relationship; Family Involvement; Federal Legislation; Higher Education; *High Risk Persons; Information Dissemination; Job Placement; Minority Groups; *Nontraditional Education; Private Financial Support; Rural Youth; *School Business Relationship; Secondary Education; Student Attitudes; Vocational Education; *Work Experience Programs

Identifiers-Office of Youth Programs; Youth Employment and Demonstration Projects Act; *Youthwork Incorporated

This book describes experimental demonstration programs in the United States on different ways to link school and work more meaningfully for disadvantaged teenagers. The programs are sponsored by Youthwork, Incorporated, a public-private partnership concerned with youth unemployment and the transition from school to work. The book provides descriptions of program activities and includes first hand accounts of program experiences from project staff members and participants. The first two chapters of the book focus on efforts to serve groups of young people who are particularly hard to reach and difficult to serve successfully: youthful offenders, teenage parents, migrant youth, rural youth, underachievers, runaways, and the physically and mentally handicapped. Chapters 3, 4, and 5 highlight ways to link school and work through the involvement of such institutions as alternative schools, post-secondary institutions, and the private business sector. Chapters 6 and 7 describe approaches to getting good work placements and involving young people more deeply in programs designed to serve them. Chapter 8 reviews some projects that appear to have the potential for lasting impact on participants and identifies elements that may make programs more effective. Finally, chapter 9 examines how programs can be replicated in other areas around the country. An appendix provides a directory of the programs described in the report. (Author/MJL)

ED219002 HE015235

High School Status of First-Time Credit Course Students, Fall 1979 and Fall 1980.

State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.

Report No-SUNY-OIRAS-18-82
Pub Date Jun 82
Note-198p.
Available from-Office of Institutional Research and Analytical Studies, State University of New York, State University Plaza, Albany, NY 12246.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-College Freshmen; *College Students; Community Colleges; Early Admission; *Educational Background; Enrollment Trends; *Full Time Students; Higher Education; High School Equivalency Programs; High School Graduates; High School Students; *Multicampus Colleges; *Part Time Students; *State Universities; Two Year Colleges
Identifiers-*State University of New York

Data on the high school status of first-time credit course students at the State University of New York for fall 1979 and 1980 are presented. In addition, comparative information is provided for students who graduated from high school in the 1970s, the 1960s, and 1959 or earlier, and data are provided for those holding a General Equivalency Diploma, those concurrently enrolled in a secondary school through early admissions, and those without a high school diploma not concurrently enrolled in a secondary school. The main body of the report arrays the number of students meeting the various conditions by load (full-time/part-time), in a program, and not in a program, and displays this data as both institution-type summaries and by individual institutions. Summary tables also show this data as percentage distribution by total university and by each institution type. Percentages of first-time credit course students drawn from the previous spring's high school graduates show considerable differences between institution types, between campuses within the same campus type and, between full-time and part-time students. Data are provided by the following institutional types: state-operated/funded institutions excluding community colleges, senior institutions, university centers, university colleges, health science centers, specialized colleges, statutory colleges, 2-year institutions, agricultural and technical colleges, and community colleges. A map locating the institutions of the state university and a table indicating the dates of establishment of the state university institutions are included. (SW)

ED219051 HE015329

Silvers, Philip J.

Regional Accreditation Team Members: How They Perceive Their Role and How They Make Decisions. ASHE Annual Meeting 1982 Paper.

Pub Date Mar 82
Note-15p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 2-3, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Accreditation (Institutions); *Accrediting Agencies; Administrative Policy; *Agency Role; Comparative Analysis; Decision Making; Educational Quality; *Evaluation Criteria; Higher Education; *Institutional Evaluation; Regional Programs; Role Perception; Staff Role
Identifiers-*ASHE Annual Meeting; *Site Visits

The ways in which accrediting team members perceive their role and make decisions were surveyed and approaches for improving the process were analyzed. The policy and procedures statements of the regional commissions were evaluated and a mail survey of a sample of evaluators was undertaken. Evaluators from five regional associations provided assessments regarding the onsite accreditation visit, as well as the procedures they used during their most recent visits. Attention was directed to the purpose of the onsite evaluation visit, sources of procedures used during the visit, evaluation activities onsite, and indicators of quality and types of evidence used. While nine purposes of the onsite visit were mentioned and each region had its own emphasis with respect to the function of the evaluation team, there was no within-region consistency regarding the purpose of the visit in the several policy manuals published by the respective regional commissions. Evaluation team members were asked to identify purposes of the onsite visit perceived as important and to specify the role that best characterized their function on the site visit team. Evaluators also indicated the sources that most influenced the procedures they used on site. The allocation of evaluators' time among various onsite activities provides an indication of both evaluators' priorities and the means used by evaluators to fulfill purposes of the accreditation visit (e.g., evaluation, verification of the self-study). Evaluators also identified the one area they were most qualified to evaluate and the types of evidence they used in determining whether the institution was meeting its objectives. Six recommendations for regional accrediting commissions are offered. (SW)

ED219071 IR010285

Texas Academic Library Statistics, 1980.
Texas Council of State University Librarians.; Texas State Library, Austin. Dept. of Library Development.
Pub Date 81
Note-200p.; For related document, see ED 195 268.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Academic Libraries; Colleges; Library Administration; *Library Expenditures; *Library Materials; *Library Personnel; *Library Services; Library Surveys; Questionnaires; State Surveys; Statistical Surveys; Tables (Data)
Identifiers-*Texas

This statistical compilation, the latest in a series of annual directories intended to provide a comprehensive source of statistics on academic libraries in Texas, provides information on collection size, additions and withdrawals, government documents, microforms, audiovisual materials, serials, periodicals, student and faculty populations, library expenditures, operating budgets, library staffing, hours of operation, circulation, interlibrary loan, salaries, and secondary statistical information derived from the foregoing. The volume is divided into three sections. The first contains data on 4-year public institutions, the second on 4-year private institutions, and the third on 2-year institutions, both public and private. The four appendices include notes and footnotes, the instructions and survey forms, a list of participating institutions, and an index of the variables reported in this publication. (RAA)

ED219111 JC820366

Kester, Donald L.

Is Micro-Computer Assisted Basics Skills Instruction Good for Black, Disadvantaged Community College Students from Watts and Similar Communities? A Preliminary, Fall Semester 1981-82 Mini Audit Report Suggests Caution.

Pub Date Aug 82

Note-14p.; Paper presented at the International School Psychology Colloquium (Stockholm, Sweden, August 1-6, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Persistence; *Achievement Gains; Black Students; Community Colleges; Comparative Analysis; *Computer Assisted Instruction; *Conventional Instruction; *Cost Effectiveness; Costs; *Educationally Disadvantaged; Reading Improvement; Remedial Instruction; *Remedial Reading; Two Year Colleges; Two Year College Students

Identifiers-*Los Angeles Southwest College CA

This report assesses the economic viability of micro-computer assisted basic skills instruction at Los Angeles Southwest College, an institution in which 96% of the students are from minority groups, the majority are from low-income families, and most have low levels of academic achievement (averaging a seventh-grade level in reading skills). After presenting a demographic profile of the college's student population, an outline of students' basic skills needs, and the sources of funding for computer-assisted basic skills instruction, the report examines the relative costs of computer-assisted and regular faculty instruction in basic skills. The conclusion is reached that, over a 5-year period, significant savings could be made through the use of computer-assisted instruction. The remainder of the report consists of an independent auditor's assessment of whether students who used computer-assisted instruction to supplement their regular programs made greater gains in reading skills and had lower termination rates than those students who did not have supplementary instruction. The report indicates that there was a significantly greater improvement in the reading skills of the four classes that used computer-assisted instruction than of the two classes that did not, but that the computer-assisted group suffered higher rates of attrition than the control group. The report concludes with a recommendation to investigate whether certain types of students benefit more from computer-assisted instruction than others. (HB)

ED219152 PS012970

Stonehouse, Anne Willis; McKay, Faye

People Growing: Issues in Day Care.

Lady Gowrie Child Centre, Melbourne (Australia).

Pub Date 82
Note-59p.; Not available in paper copy. Colored print.
Available from-Lady Gowrie Child Centre, Melbourne, 36 Newry Street, North Carlton, Victoria 3054, Australia ($0.30 per leaflet; $7.80 per set. Add shipping).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Aggression; Attachment Behavior; *Child Caregivers; *Day Care; Discipline; Early Childhood Education; Family Day Care; Foreign Countries; Infants; Interpersonal Relationship; Parents; Preschool Children; *Program Administration; Resource Materials; *Staff Development
Identifiers-*Australia; Toddlers

Primarily intended to raise issues for discussion among child caregivers, this series of 26 brief reports focuses on some of the basic aspects of providing care for young children in centers, small group homes, or family day care homes. A few of the sheets are written chiefly for directors and people working in advisory, consultative, or teaching capacities. Parents using child care may also find information about issues of concern to people caring for their children. Titles in the series include, among others: "What is a Caregiver?" "The Director's Challenge," "Relating to Parents Daily," "Arrivals and Departures," and "Overview of Routines." Several additional sheets discuss discipline and aggression among young children of various ages. For some topics, reference is made to other readily available resource materials. When appropriate, readers are also directed to other sheets in the series which are especially relevant to the topic. (RH)

ED219172 RC013458

Haack, Paul A.; Heller, George N.

Music, Education and Community in Nineteenth-Century Kansas: Euterpe, Tonnies, and the Academy on the Plains. Country School Legacy: Humanities on the Frontier.

Mountain Plains Library Association, Silt, Colo. Country School Legacy Project.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date 82

Note-60p.; Pages containing music will not reproduce well.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Acculturation; American Indian Education; Catholic Schools; Cultural Interrelationships; Curriculum; *Educational History; Educational Legislation; Elementary Secondary Education; Higher Education; Immigrants; Music; Private Education; Public Education; *Rural Education; *School Community Relationship; Teachers

Identifiers-*Country School Legacy Project; *Kansas; Mission Schools

Music, education, and community and the interactions among these three factors in Kansas during the 19th century offer an opportunity to study the role and function of music education in a sociocultural context. From 1824-1899, 16 Catholic missions were opened in Kansas for American Indians. These schools used music as an adjunct to academic instruction, religious indoctrination, and acculturation. Before statehood in 1855, most white settlers' children went to subscription schools. After statehood, white immigrants flooded into Kansas, pushing most American Indians off their land, eliminating all but two missions. The two missions which remained did so by opening their doors to white students and by becoming institutions of higher education. With statehood also came the establishment of public schools, guidelines for district boards in the hiring of teachers, and standardized curricula which emphasized Americanization. In addition to legislation in 1870 urging music education in the schools, communities were affected by rail transportation, which brought musicians into the state. Country schools were maintained by the community and utilized by the community for celebrations of everything from federal holidays to trivial local events. Singing was a big part of community activities, which were often highlighted by the local band or orchestra presentations. (AH)

ED219252 SE038754

Physics Curriculum Development Project. Aims, Organisation, Activities of PLON: A Physics Curriculum Development Project for General Secondary Education in the Netherlands. Outline.

Utrecht State Univ., The Netherlands.
Pub Date Mar 82
Note-14p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Curriculum Development; Curriculum Evaluation; Foreign Countries; Instructional Improvement; *Physics; *Science Curriculum; Science Education; *Science Instruction; Secondary Education; *Secondary School Science
Identifiers-*Netherlands; *Physics Curriculum Development Project

This document highlights the aims and activities of a project designed to modernize and update physics teaching and physics curriculum in the Netherlands by developing materials for use with students aged 12-18 at intermediate general, higher general, and pre-university schools. Following general information (including a brief description of the education system in the Netherlands, project staff, project organization, and finance), the educational aims of the project, curriculum development (including developmental strategy, present state, and future plans), teacher training and participation, research/evaluation, and dissemination/innovation are briefly discussed. The aims of the project focus on producing materials that are meaningful to students, link physics to every-day lives of students, focus on relationship between physics and society, provide for individual differences, and focus on the ways students solve problems. A list of commercially available materials (written in Dutch) and those still under development is provided. (JN)

ED219312 SO014160

Garvey, Helen; Pickus, Robert

Citizen Responsibility, Conscience, War and the Draft, A Kit for Counselors and Teachers.

World Education Center, Berkeley, Calif.
Pub Date 80
Note-94p.; Small print may not reproduce clearly.
Available from-World Education Center, c/o World Without War Council, 1730 Grove St., Berkeley, CA 94709 ($4.00).
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Citizenship Education; *Citizenship Responsibility; Decision Making Skills; Glossaries; Peace; Religious Factors; Resource Materials; Secondary Education; *War
Identifiers-Conscientious Objectors; *Draft; *Draft Counseling

This publication for secondary students, with additional materials for counselors and teachers, deals with the topics of citizen responsibility, conscience, war, and the draft. There are five major sections. Section I, containing three questionnaires, includes questions for students to consider if they are confronting problems of conscience, war, and the draft and a survey to help students think through questions they will face as they consider their response to a compulsory military service law. Section II, "Putting the Questions in Context," contains brief reading selections about war and peace followed by questions to facilitate dialogue and to stimulate thoughtful consideration. Section III contains four readings entitled "What is Conscience?", "The Individual and Society," "Religious and Philosophical Approaches to War," and "Exploring Your Own Religious Tradition." Section IV will be of interest to students who are thinking about registration and the draft. This section includes a Selective Service System leaflet describing the registration process; some questions and answers about the draft; a brief history of conscription in the United States; examples of competing points of view on conscription and national and world security; a brief description of six different responses to military conscription; a memo for those considering a conscientious objector position; and suggestions to help students work their way through a major decision in their life. Appendix materials in the concluding section contain a glossary and a bibliography on conscience and war and a description of the World Without War Council's approach to draft counseling. (RM)

ED219375 SP020570

University of Arkansas at Pine Bluff Teacher Corps Project External Evaluation.

Arkansas Univ., Pine Bluff.

Pub Date [81]

Note-15p.; For related document, see SP 020 569. Prepared by the Teacher Corps Project.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Attitudes; Elementary Secondary Education; Inservice Teacher Education; *Multicultural Education; Participant Satisfaction; *Program Attitudes; *Program Effectiveness; School Community Relationship; *School Districts; *Teacher Attitudes; *Teacher Education Programs

Identifiers-*Teacher Corps

The responses of elementary and secondary school teachers and community members in Pine Bluff (Arkansas) regarding a local Teacher Corps project are presented in this report. The first part of the report gives a summary of the teachers' responses to 31 questions dealing with participant characteristics and degree of satisfaction with specific project activities, such as the Program for Effective Teaching and skills for working in multicultural classrooms. A summary for this section of the study presents an analysis of the results, noting the high rating given the project by the teachers. Part II of the report summarizes community members' awareness and perceptions of the project and presents sample comments. (FG)

ED219396 TM820399

Klibanoff, Leonard S.

Implementation Factors and Bias in National Impact Data on Title I.

Pub Date Mar 82

Note-13p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement Gains; Bias; Elementary Secondary Education; Evaluation Methods; *Federal Programs; *Program Evaluation; *Research Problems; State Departments of Education; *Statistical Bias

Identifiers-Evaluation Problems; Normal Curve Equivalent Scores; *Title I Evaluation and Reporting System

An attempt was made to estimate possible bias in terms of Normal Curve Equivalent (NCE) gains of Elementary Secondary Education Act (ESEA) Title I projects. Twenty-two state Title I reports for 1978 were examined. The analyses presented were directed at two major sources of bias: bias due to errors in local implementation of models, and bias due to incomplete responses. Two subsets of five states each were identified where the State Education Agency (SEA) attempted to ameliorate implementation problems and where no such action was taken. Gains for the two subsets were compared. The numerical gains were large across the group of 22 states. The numerical gains were larger than the verbal gains, and lower grade gains were consistently greater than those in upper grades. Bias from errors in implementation was estimated at from four to ten NCEs. States without implementation controls showed consistently higher gains. Three additional sources of bias were non-response by SEAs, correctable errors, and further regression to the mean in properly implemented Model A evaluations. These sources of bias were identified, but not analyzed. (DWH)

ED219018 HE015282

Murrell, Patricia H.; Donohue, Wyveta G.

The Life Cycles and Career Stages of Senior-Level Administrative Women in Higher Education.

Memphis State Univ., Tenn.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date [82]
Grant-NIE-G-79-0085
Note-167p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Administrator Attitudes; Administrator Characteristics; Administrator Qualifications; *Administrators; Adult Development; Age; *Career Ladders; College Administration; *College Presidents; Developmental Stages; Educational Background; Employment Experience; *Employment Opportunities; *Employment Patterns; Family Life; *Females; Higher Education; State Colleges; Values

Women's opportunities for becoming senior-level administrators at 4-year, coeducational, state-supported colleges were assessed in 1979 in relation to age-related and other factors. Attention was also directed to whether there was a consistent career pattern for women attaining senior-level administrative positions. Biographical data and data regarding the women administrator's current lives were gathered through interviews with 44 subjects serving as president, provost, chancellor, vice president, vice provost, or vice chancellor. Most women in senior-level administrative positions had experience in middle-level administrative positions (e.g., vice presidents). Thirty-five of the administrators held terminal degrees; all presidents and vice presidents for academic affairs had doctorates. Over one half of the vice presidents were invited to accept their positions by presidents. Senior-level women administrators went through transitions at age-related intervals throughout the adult life cycle. Careers, personal time commitment, current marriages, relationships with children, parental relationships, and personal values were examined at each transition. Thirty-five of the women worked from 50 to 85 hours per week, and most of the women worked for personal satisfaction. Nineteen of the women were currently married and 12 had never married. Among the conclusions are the following: women's opportunities for becoming senior-level administrators are enhanced if they hold the Ph.D., attain some type of midlevel administrative position in higher education, and increase their visibility among presidents; and women determine early in their adult life their preferred life style. Recommendations and a bibliography are included. (SW)

ED219231 SE038256

Sweitzer, Gary L.

A Meta-Analysis of Research on Preservice and Inservice Science Teacher Education Practices Designed to Produce Outcomes Associated with Inquiry Strategy.

Pub Date Apr 82

Grant-SED-80-12310

Note-38p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (55th, Chicago, IL, April 5-8, 1982). This research was conducted as part of a larger meta-analysis project initiated at the University of Colorado.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary School Science; Elementary Secondary Education; Higher Education; *Inquiry; *Inservice Teacher Education; *Preservice Teacher Education; Research Methodology; Science Education; *Science Instruction; Science Teachers; Secondary School Science; Student Characteristics; Teacher Behavior; Teacher Characteristics; *Teaching Methods

Identifiers-*Meta Analysis; *Science Education Research

The discrepancy between educators' expectations for inquiry behavior and the actual status of such behavior (teachers feeling more comfortable teaching facts and feeling ill-prepared to guide students in inquiry learning) prompted a quantitative assessment of the existing research (reported between 1965 and 1980 in doctoral dissertations and journals) on training outcomes associated with inquiry teaching behaviors and the techniques and procedures used to obtain them. Meta-analysis accomplished this assessment and studies (N=68) were selected that had at least one outcome associated with inquiry strategy (knowledge of science processes, inquiry instructional strategy, indirect verbal behavior, accepting interpersonal behaviors, increased wait-time questioning behavior, higher cognitive level questioning, and discovery instructional strategy). Relevant variables were identified and coded into six major categories: 1) study form/design characteristics; 2) teacher/teacher trainee characteristics; 3) student characteristics; 4) treatment characteristics; 5) outcome characteristics; and 6) effect size characteristics (standardization of mean differences between treatment and control groups). Results among others indicated the teacher outcome most frequently measured was knowledge of science processes followed by indirect verbal behavior. (Author/JN)

ED219332 SO014203

Sutcliffe, Michael

Local Political Activism in the American City: Columbus, Ohio, 1900-1980.

Pub Date 24 Apr 82

Note-24p.; Paper presented at the Annual Meeting of the Association of American Geographers (San Antonio, TX, April 24, 1982)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Activism; Citizen Participation; Neighborhood Improvement; *Neighborhoods; Political Attitudes; Social Attitudes; Social Science Research; *Urban Studies

Identifiers-*Ohio (Cleveland)

This paper examines local political activism in Columbus, Ohio, between 1900 and 1980. There are two major parts to the paper. First, through a content analysis of a local newspaper "The Columbus Dispatch" over the past 80 years, the salient issues and context within which neighborhood activism occurs are defined. Data were obtained from "even-years" newspapers. Broad trends were discernible in both the intensity of neighborhood activism and the changing focus of the conflicts. Neighborhood activism increased dramatically during this period, with marked increases in the 1960s and 1970s. The major areas within which instances of activism were found included: rezoning (39.7%), the provision of urban services (33.4%), and conflicts over roads (19.2%). Most interesting was the shift from conflicts over the provision of services toward a concentration of neighborhood activism on those "developments" which threatened the neighborhood. In the second section, the conditions which prompted these changes in neighborhood activism are described. The first condition is the "commodification" of the neighborhood. The neighborhood is seen as a commodity, characterized by certain objective properties such as public safety or certain types of people and answering to certain needs. If these needs are not satisfied, residents relocate or remain in the neighborhood and control through a coalition with others the character of new residents and land developments. The second condition is the purification of the living place. For example, in an effort to keep out those lower in social status, many neighborhood activist groups fought for zoning ordinances. The result is the purified neighborhood. (RM)

ED219353 SP020370

Fielding, Marianne A.; Gall, Meredith D.

Personality and Situational Correlates of Teacher Stress and Burnout. (A Report Based On a Dissertation Study Conducted at the University of Oregon).

Pub Date Mar 82

Note-43p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Change; *Educational Environment; *Junior High Schools; *Locus of Control; Middle Schools; *Secondary School Teachers; Student Teacher Relationship; *Teacher Attitudes; *Teacher Burnout; Teacher Morale; Teaching Conditions; Work Attitudes

Identifiers-*Teacher Stress

The objectives of this study were to determine whether teachers' personality characteristics affect their perceptions of stress and burnout and whether school climate interacts with personality factors to influence stress and burnout. A random sample of 162 teachers in nine junior high/middle schools completed a questionnaire measuring perceptions of: (1) stress; (2) burnout; (3) locus of control; (4) attitudes toward students; (5) intolerance of ambiguity or change; and (6) quality of the school as a work setting. The schools were selected because of evidence that they encompassed a wide range of school climate quality. Teachers reported a moderate to substantial amount of stress and burnout. The highest level of stress was generally reported in interpersonal situations, and the second highest level was reported in new situations. Teachers having negative attitudes and beliefs about students, an external locus of control, and low tolerance for ambiguity reported more stress and burnout than other teachers. These results suggest that preservice teacher education programs should focus on developing an internal locus of control, positive and realistic attitudes toward students, and tolerance of new situations. (Authors/FG)

ED219441 TM820463

Splaine, Pam

A Study of the Effects on Adolescents of Skipping a Grade or Starting School Early.

Pub Date Dec 81

Note-8p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; *Adolescent Development; Age Differences; *Age Grade Placement; *Early Admission; Individual Characteristics; *School Readiness; Secondary Education; *Social Development; Student Placement

Identifiers-*Montgomery County Public Schools MD

The effects of being six months younger than grade level were studied using seventh through twelfth grade students in Montgomery County (MD) Public Schools. The racial, sexual, and academic characteristics of the accelerated students and the effects of age/grade differences on selected academic areas and social activities were examined using school records and separate telephone interviews with 73 percent of a sample of students and their parents. A young student was defined as being at least six months younger than the traditional age as determined by Maryland's December 31 cut off date. The group of students was found to be experiencing little difficulty in school because of age. Students' and parents' positive feelings about the consequences of early placement are discussed. The results suggest that parents and practitioners should not be overly cautious about early admissions and that many students can profit from starting school early or skipping a grade. (Author/CM)

ED219035 HE015307

Academic Science: Scientists and Engineers, January 1981. Detailed Statistical Tables. Surveys of Science Resources Series.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No-NSF-82-305

Pub Date [82]

Note-102p.; For related document, see SE 038 745.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Biological Sciences; College Faculty; Computer Science; *Employment Patterns; Employment Statistics; Engineering; *Engineers; Environmental Education; *Full Time Faculty; Graduate Study; Higher Education; Intellectual Disciplines; Males; Mathematics; National Surveys; *Part Time Faculty; Physical Sciences; Psychologists; Researchers; School Surveys; *Scientists; Sex Differences; Social Sciences; Trend Analysis; Undergraduate Study; Women Faculty

Detailed findings are presented from the National Science Foundation's 1981 Survey of Scientific and Engineering Personnel Employed at Universities and Colleges. Information on characteristics of scientists and engineers employed by approximately 2,200 higher education institutions and data from 19 university-administered federally-funded research and development centers are presented. This year's tables include 2-year trend tables (1980 and 1981) showing the number of women and men employed part time as scientists and engineers in higher education institutions. These data are displayed by science and/or engineering (S/E) field. The national total of 333,000 scientists and engineers employed by academic institutions includes an estimate amounting to 19 percent of the total to account for nonresponding institutions. These data calculated by estimation are identified accordingly. Information is provided on trends in employment of scientists and engineers in higher education institutions; faculty by field, employment status, institutional control, educational attainment, type of institution, and sex; institutional rankings by status and full-time equivalents; the top 100 doctorate-granting institutions, January 1980 and January 1981; geographic data; full-time equivalents (1980 and 1981); male and female faculty by part-time and full-time status, field of study, type of institution, and institutional ranking. Summaries are presented by type of institutions (degrees offered, public/private) for the specific kinds of engineers and scientists (physical, environmental, mathematical, life scientists, social scientists, and psychologists). A sample questionnaire and instructions are appended. (SW)

ED219072 IR010286

Rosenberg, Victor; Cunha, Murilo B.
Use of Scientific and Technical Information in Brazil.
Michigan Univ., Ann Arbor. School of Library Science.
Spons Agency-Brazilian Inst. for Scientific and Technological Information, Brasilia.; Tinker Foundation, New York, N.Y.

Pub Date 81
Note-234p.; Best available copy.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Computer Oriented Programs; *Developing Nations; *Information Needs; Information Services; *Information Systems; Interviews; *Policy Formation; Professional Personnel; Questionnaires; Scientific Personnel; Tables (Data); Technological Advancement; Use Studies
Identifiers-*Brazil; *Scientific and Technical Information

This study was conducted to assess the availability and use of scientific and technical information in Brazil, identify characteristics of information which are unique to developing nations, and help determine what technologies and policies would be most useful in improving resources available in the country. It concentrated on professionals who have direct or indirect access to automated bibliographic systems to examine the impact of computer technology. Information was gathered through structured personal interviews on specific concepts related either to broad issues needed to formulate effective policies or to factors affecting policy, e.g., language, knowledge of libraries and information services, evaluation of information services, economics, sharing policy, optimism, cosmopolitanism, influence, dependence, and confidence in library services. The report includes a literature review, a discussion of the interview methodology, a presentation of results, and a general discussion of the findings. An appendix contains the study interview format and coding in English and Portuguese, including 58 questions for the individual interviewed and 21 questions for the interviewer on the subject of availability of information for scientific work in Brazil. A bibliography lists more than 250 references. (RAA)

ED219093 JC810145

Hempstead, Charles A.; Lach, Ivan J.

Fiscal Year 1982 Capital Budget Request for the Illinois Public Community College System.

Illinois Community Coll. Board, Springfield.
Report No-ICCB-013
Pub Date Dec 80
Note-54p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Budgets; *Capital Outlay (for Fixed Assets); Community Colleges; Construction Costs; *Construction Needs; Construction Programs; *Educational Finance; Facility Improvement; Federal Aid; Financial Support; *Full State Funding; Space Utilization; Statewide Planning; Two Year Colleges
Identifiers-*Illinois

Divided into four sections, each containing a brief narrative and data tables, this report presents capital budget requests of the Illinois Community College Board (ICCB) for fiscal year (FY) 1982, covering 50 colleges in 40 districts. Section I presents the ICCB recommended capital budget for FY 1982 in two categories. Category I lists in priority order nine new construction projects, and category II lists six energy-related projects for consideration. A narrative description of each of the requested projects is also presented. Section II presents information on budget requests for FY 1975 through FY 1982, including data on requests by each of the colleges; actions taken on these requests by the ICCB, the Illinois Board Higher Education, and the state legislature; and the final appropriations approved by the governor. Section II also lists state building appropriations since 1966 by college. Section III lists all requests made by the colleges for FY 1982 funding for new projects and for reimbursements. This section details state monies requested and the projects' scopes. Section IV offers narrative and summary tables on the facilities available on campus for use during fall semester 1980. Appendices summarize grants for energy conservation received from the federal government through the National Energy Act of 1980 and funding needs arising from construction defects or deficiencies. (Author/KL)

ED219131   PS012943

Broadhurst, Diane D.; And Others
Child Protection in Military Communities. The User Manual Series.
Kirschner (E.J.) and Associates, Washington, D.C.
Spons Agency-National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.
Report No-DHHS-OHDS-80-30260
Pub Date May 80
Contract No-HEW-105-77-1050
Note-109p.
Available from-LSDS, Department 76, Washington, DC 20401 (Single copies free of charge; request (OHDS) 80-30260).
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Armed Forces; *Child Abuse; Child Advocacy; *Child Neglect; *Community Coordination; Cooperation; Federal Government; *Intervention; Legislation; *Military Personnel; Mobility; State Government; *Stress Variables
Identifiers-*Child Protection; Dependents Schools; Jurisdiction; Military Role

Intended for use by military personnel involved in child advocacy efforts and by Child Protective Services personnel working in conjunction with the military, this manual describes programs, procedures, and regulations developed to facilitate intervention in cases of child abuse and neglect among military personnel. Initially, an overview of child neglect is provided. The following two chapters (1) describe the relationships between stress associated with the structure and function of the military, and the incidence of child abuse and neglect within military families; and (2) discuss jurisdictional issues

related to the families, and (2) discuss jurisdictional issues related to the coordination of military units and civil governments, agencies, and individuals. Military child advocacy programs in the Air Force, Army, and Navy, as well as a model approach to military civilian cooperation are described in the fourth and fifth chapters. Concluding discussions focus on child advocacy in the military overseas and dependents schools. Numerous charts and diagrams indicating primary and secondary responsibilities, organizational interfaces, and other similar content are included in the manual. (RH)

ED219191 RC013491

May the Circle Be Unbroken: A New Decade. Final Report on the National Indian Conference on Aging (3rd, Albuquerque, New Mexico, September 8-10, 1980).

National Indian Council on Aging, Albuquerque, N. Mex.

Spons Agency-ACTION, Washington, D.C.; Administration on Aging (DHHS), Washington, D.C.; Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.; Indian Health Service (PHS/HSA), Rockville, MD.

Pub Date 81

Grant-90-AM-2192/01; 334-6082/1

Note-104p.; Paper copy not available due to publisher's choice. For related document see ED 183 299 and 158 897.

Available from-National Indian Council on Aging, Inc., P. O. Box 2088, Albuquerque, N.M. 87103 ($4.00 per copy).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Alaska Natives; *American Indians; *Cultural Awareness; Delivery Systems; *Futures (of Society); *Gerontology; Health Needs; Human Resources; Mental Health; Nursing Homes; *Older Adults; Policy Formation; *Quality of Life; Research Needs; Socioeconomic Status; Tribes; Urban American Indians

Identifiers-*National Indian Council on Aging

Focusing on six major topics to be addressed at the 1981 White House Conference (economic security, physical and mental health, social well being, older Americans as a national resource, creating an age-integrated society, and research), the National Indian Conference attracted 1,165 persons from more than 140 tribes (592 being Indian elders over 69 years of age). Twenty-five intensive 4-hour workshops on Indian elderly covered such areas as institutional care, in-home services, transportation, nutrition, pensions, Indian religious freedom, elderly and the Indian Child Welfare Act, education of and by Indian elders, relationships between young and old, energy related problems, census methodology, biomedical research, social research, elderly urban Indians, the future of American Indian culture, tribal elderly and energy development, institutional care, the Administration on Aging and Title VI, and political activism. Resolutions are listed urging establishment of supplemental burial funds, establishment of an Indian Desk within the Administration on Aging, adoption of the concept of direct funding in all Federal social services programs, etc. The final report also provides an introduction, background, objectives, format, participants, events, and agenda. Appendices contain a list of workshop topics and panelists, conference resolutions and tribal resolutions, and a list of Congressional committees concerned with Indian elderly. (AH)

ED219211 RC013522

Valle, Victor M.

Bases Para Organizar Capacitacion en Servicio de Profesionales en Curriculum (Bases for Organizing In-Service Training for Curriculum Specialists).

Organization of American States, Washington, D.C. Dept. of Educational Affairs.

Pub Date Nov 81

Note-32p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Curriculum; *Curriculum Development; Definitions; Educational Planning; *Educational Strategies; Feedback; Higher Education; Interdisciplinary Approach; *Professional Training; *Specialists; *Teacher Education; Teacher Role

There is an increasing awareness of the importance of curricular issues in the educational undertaking. The curriculum, which in all its definitions contains as a common denominator the organization of educational opportunities that schools provide for their pupils, demands and needs some specific type of professional educators. Such professionals are involved in creating conditions to improve the teaching-learning process and have, within themselves, the sign of constant change. Curriculum development is a process of planned change; it is necessary for the organization of continuous activities for training professionals working within the curriculum development and planning realm. This paper presents some ideas about the nature of curriculum, characteristics of professional educators working in curricular matters, recommended traits for needed in-service training, and basic issues that are suitable to keep in mind when training professionals in curriculum. Well-known definitions of curriculum and basic elements of a curriculum development are discussed. The interaction of curriculum and other educational fields is examined. In terms of in-service training for professionals in curriculum, the major traits of such educators and the relevant methodologies for training such educators are discussed. (Author/NQA)

ED219253 SE038755

Recommended Standards for the Preparation and Certification of Teachers of Science at the Elementary and Middle/Junior High School Levels.

National Science Teachers Association, Washington, D.C.
Pub Date 1 Apr 82
Note-21p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Elementary School Science; Elementary School Teachers; Elementary Secondary Education; Field Experience Programs; Guidelines; Junior High Schools; Methods Courses; Middle Schools; *Preservice Teacher Education; Science Education; *Science Teachers; *Secondary School Science; Secondary School Teachers; *Teacher Certification; Teacher Education Programs; Teacher Educator Education; Teacher Educators; *Teacher Qualifications

This document highlights areas of concern and proposes selected standards which, if implemented, could result in improved teacher preparation in the sciences and, ultimately, in improved learning experiences for children. These standards are intended to provide guidelines to institutions and agencies desiring to achieve minimal levels of quality in science preparation programs for preservice teachers of science for the elementary and middle/junior high school levels. Standards for the science preparation for preservice elementary teachers focus on the following areas of concern: science content preparation, science content courses for elementary teachers, science teaching methods, content of the science teaching methods course, field experiences in science, faculty preparation, facilities, equipment and materials, and professional orientation. Standards for the science preparation for middle/junior high school science teacher preparation focus on the following areas of concern: middle/junior high school teacher certification, science content preparation, support content preparation, science teaching methods preparation, classroom observation/participation, student teaching/internship, college/university science and science teaching methods faculty, instructional setting/materials, library holdings (at the college level), and professional orientation. (JN)

ED219273 SE038780

Lessons from an Energy Curriculum for the Senior High Grades. Unit V - Energy and Agriculture. Energy Education Curriculum Project.

Indiana State Dept. of Commerce, Indianapolis. Energy Group.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.

Spons Agency-Department of Energy, Washington, D.C.

Pub Date Oct 81

Grant-DE-F645-76CS-60038

Note-47p.; For related documents, see SE 038 775-784.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Agricultural Production; *Agriculture; *Conservation Education; Energy; *Energy Conservation; Environmental Education; High Schools; Interdisciplinary Approach; *Learning Activities; Science Activities; Science Curriculum; Science Education; *Secondary School Curriculum; Teaching Guides; Units of Study

Identifiers-*Energy Education; Indiana

Energy education units (consisting of a general teacher's guide and nine units containing a wide variety of energy lessons, resources, learning aids, and bibliography) were developed for the Indiana Energy Education Program from existing energy education materials. The units were designed to serve as an entire curriculum, resource document, supplementary materials, or as a laboratory manual of "hands-on" activities which could be infused into existing grades 9-12 curricula. Unit V, focusing on energy and agriculture, consists of an introduction (rationale, unit objective, and general background information), one lesson, unit resources, bibliography, and teacher evaluation form. The lesson (Energy Conservation on the Farm) includes objectives, background information, seven student activities, resources, evaluation techniques, and transparency masters. (Author/JN)

ED219376 SP020574

End of Year Performance. Teacher Corps Project '79. First Year 1979-80.
Arkansas Univ., Fayetteville.; Arkansas Univ., Pine Bluff.; Educational Consulting Services, Inc., Conway, AR.; Pine Bluff School District 3, Ark.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date Jun 80
Grant-G007900641
Note-67p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Community Cooperation; *Community Involvement; Cooperative Planning; *Educational Cooperation; Elementary Secondary Education; *Inservice Teacher Education; *Policy Formation; Program Development; *School Districts; *Schools of Education
Identifiers-Arkansas (Pine Bluff); *Teacher Corps

This report presents a summary of the activities and accomplishments in the first year of a Teacher Corps project carried out by the University of Arkansas at Pine Bluff, the University of Arkansas at Fayetteville, and the Pine Bluff school district. Accomplishments in the project are discussed in the areas of: (1) policy board formation and role; (2) community council responsibilities; (3) institutions of higher education; (4) local education agency; (5) management plan; (6) staff development activities; (7) community involvement; (8) dissemination; (9) documentation; and (10) evaluation. Conclusions and recommendations for the prospective year are stated. Appendixes supply supportive documents such as articles and fact sheets about the project and the Teacher Corps, sample letters to community members and school personnel, and an essay on effective and ineffective school-based implementation tactics. (FG)

Chodzinski, Raymond T.; Randhawa, Bikkar S.

Validity of Career Maturity Inventory.

Spons Agency-Saskatchewan School Trustees Association, Regina.
Pub Date Mar 82
Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Development; Factor Structure; Foreign Countries; Intelligence; Job Performance; *Maturity Tests; Personality Measures; Predictor Variables; Secondary Education; *Test Validity; *Vocational Maturity
Identifiers-*Career Maturity Inventory (Crites); Saskatchewan

Validity of the Career Maturity Inventory (CMI) was investigated using 279 grade ten and 256 grade twelve students. Factor analysis of the ten subtests of the CMI and the regression of the CMI variables on intelligence scores, sex, and grade indicated partial support of the theoretical postulations. Two principal factors emerged, but the CMI Competence and Attitude subtests did not load distinctly on the separate factors. As expected, intelligence, grade, and sex were found to be significant predictors of the CMI variables. However, evidence for discriminant validity was unsatisfactory and inconsistent with the theoretical framework of CMI. Implications for theory and practice are discussed. (Author)

ED219482 UD022469

Kapel, David E.; Kapel, Marilyn B.

The Preparation of Teachers for the Urban Schools: The State-of-the-Art in Pre-Service and In-Service Education. Part I. ERIC/CUE Urban Diversity Series Number 81.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Jul 82
Contract No-400-77-9971
Note-83p.; For related document see UD 022 470.
Available from-ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($5.00).
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Educational Environment; Educational Improvement; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; Program Effectiveness; Program Evaluation; *Research Needs; *School Effectiveness; *Social Influences; Teacher Characteristics; *Teacher Effectiveness; Urban Education; *Urban Schools

This monograph reviews research and educational reports to examine the state of the art in preservice and inservice teacher education in the urban community in the United States. A review of urban areas in the last thirty years reveals major social and environmental changes, such as population increases, shifts in racial composition, the introduction of desegregation, and declining resources which have required unique responses to urban educational needs. Examination of how teachers have responded to the changes indicates factors that make for effective teachers and effective schools in urban areas. An exploration of preservice education programs for urban communities emphasizes the importance of urban-based field training and provides descriptions of selected innovations developed by American higher education institutions to improve their preservice education programs. An investigation of inservice programs for urban education identifies inservice education needs and goals, reviews the history of inservice urban education programs, identifies models and types of inservice programs being carried out by various urban school districts, and identifies problems and needs of inservice educational research and evaluation. Finally, prospects for further improving urban schools through teacher training based on what is known about urban change and effective urban education are considered. (Author/MJL)

ED219153 PS012971

Strand, Kenneth; Werner, Luceille

Evaluation Summary of the Early Prevention of School Failure Project: A Nationally Validated Program, 1971-81.

Pub Date 81

Note-63p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Achievement Gains; *Compensatory Education; Early Childhood Education; Evaluation Methods; Financial Support; *High Risk Students; Measures (Individuals); *Program Effectiveness; Program Evaluation; *Remedial Programs; Services; State Programs; *Student Improvement; Test Norms; Test Validity; Validated Programs

Identifiers-*Early Prevention of School Failure; Illinois; Ohio; Preschool Language Scale

The purpose of this report is to provide summary information regarding the evaluation of the Early Prevention of School Failure Project (EPSFP). Initially funded by the state of Illinois, the EPSFP encourages school districts to identify and remediate deficiencies in students which appear to be related to early school failure. Immediately following an introductory section establishing the history of the project and the purpose of the report, the second section of the report describes data gathering and analysis procedures. Summaries indicating units adopting and funding the EPSFP from 1971 to 1981 are provided in the third section. In the fourth and fifth sections, respectively, results for the 1978-1981 and the 1975-1979 projects are reported. Specific attention is given to relationships between student gains and variables such as funding type, amount of specialist/teacher help, and district reactions to EPSFP. Relationships between student gains and selected variables relevant to the 1975-1976 project are discussed in the sixth section, and the long-range effects of the project are reported in the seventh section. The eighth section provides information about the norms for and validity of the Preschool Language Scale. Forms used in evaluating the EPSFP are appended. (RH)

ED219173 RC013459

Haack, Paul A.

Country School Legacy: Music on the Frontier. Country School School Legacy: Humanities on the Frontier.

Mountain Plains Library Association, Silt, Colo. Country School Legacy Project.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date 81

Note-99p.; For related documents, see RC 013 456-459, ED 211 243-254 and ED 211 266-280. Appended are copies of title pages and tables of content for 12 music books used in country schools.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Acculturation; Educational History; Elementary Education; *Music; *Musical Composition; Musical Instruments; *Music Education; *Music Teachers; Oral History; Orchestras; *Patriotism; Religious Factors; Rural Areas; School Community Relationship; Singing; Social Integration; Vocal Music

Identifiers-*Country School Legacy Project; Musical Analysis; Musical Scores; Songs; United States (Mountain Plains)

An overview of early country school music and music education in the Mountain Plains region of America provides impresssions gained from texts, journals, official records, and personal interviews. Music is portrayed as a socializer to engender community spirit, an enhancement of patriotism, a means to enculturate to the "American way of life," a symbol of validation, and an accompaniment for rhythmic activities. Covered are: school community activities; scholastic aspects of music in country schools; teacher and student roles in the instructional process; instrumental music; technology (grammophone, victrola, radio); and music texts and song literature employed in schools during the late 19th and early 20th centuries. An examination of music functions, via an analysis of verbal and music content of 55 songs, shows that song texts can be categorized according to "six key word factors" (joy, kindness/love, nature, religion, school, and work/diligence). Analytical statements concerning each song are concluded with the initial letters of the key word factors which applied. Conclusions show songs were consistently employed for inculcating and enculturating students with the dominant society; song values centered on factors identified; song materials were the equivalents of McGuffey's readers; and musical qualities reinforced basic simple values. (AH)

ED219293 SO014019

Mathieson, John A.

U.S. Trade with the Third World: The American Stake. Occasional Paper 28.

Stanley Foundation, Muscatine, Iowa.
Pub Date Jan 82
Note-34p.
Available from-Stanley Foundation, 420 East Third Street, Muscatine, IA 52761 (free).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Developing Nations; Economic Change; *Economic Factors; Futures (of Society)
Identifiers-*International Trade

This essay examines the various economic effects of U.S. trade with developing nations to determine whether or not such trade is in the U.S. interest. Expansion of trade with the Third World is very much in keeping with the Reagan administration's economic goals. It stems from the conviction that solution to the problems of poverty and insufficient economic development is to be found in the magic of the market place. U.S. gains from trade include access to needed raw materials, consumer benefits, economic efficiency, and growing markets for U.S. exports. Although U.S. trade with the developing countries is quite favorable (with the exception of oil), it is not sufficient to look exclusively on the positive side. One serious cost to the United States is loss of employment opportunities in declining industries. Study after study identifies the same industries as being most sensitive to import competition: textiles and clothing, footwear, leather goods, and consumer electronics. Compared to a protectionist stance, the article concludes, in the long run, a set of policies to stimulate world trade and distribute its costs equitably carries with it a much greater potential for improving the economic well-being of all nations. (RM)

ED219313 SO014161

Walen, Jean, Comp.

Guide to Graduate Study in Political Science, 1982. Revised 10th Edition.

American Political Science Association, Washington, D.C.

Report No-ISBN-0-915654-49-0
Pub Date 82
Note-410p.; For a related document, see ED 152 676. Charts may not reproduce clearly due to small print type.
Available from-American Political Science Association, 1527 New Hampshire Avenue, N.W., Washington, DC 20036 ($12.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Admission Criteria; College Faculty; Degree Requirements; Doctoral Degrees; *Doctoral Programs; *Graduate Study; Higher Education; *Masters Degrees; *Political Science; Student Financial Aid; Tuition; Universities

The purpose of this guide is to provide students and teachers with a concise summary of approximately 280 graduate programs in political science at doctoral and masters levels. Information for it was collected during September/October of 1981. The bulk of the guide contains descriptions of individual programs arranged alphabetically by the name of each school. Universities are listed by city or state names where appropriate. Information for each program includes address, phone number, degree(s) offered, tuition, application deadline, admission requirements, financial aid, degree requirements, program description, and a list of faculty. Students can determine from the guide whether they must take the Graduate Records Exam and what the deadline is for filing an application. Although the information detailed enables students to identify programs of interest and to select departments for more detailed information, it is not intended as a substitute for university catalogues or department bulletins. The guide concludes with a faculty index and state index of institutions and charts showing statistics on graduate students and faculty in Ph.D. programs and Masters programs at each school. (Author/NE)

ED219397 TM820401

Bligh, Harold F.; And Others

Issues in the Development of an Individually-Administered Achievement Test.

Pub Date 21 Mar 82

Note-41p.; Papers presented at the joint Annual Meetings of the American Educational Research Association and the National Council on Measurement in Education (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Achievement Tests; Criterion Referenced Tests; Data Analysis; Elementary School Mathematics; *Individual Testing; Norm Referenced Tests; Primary Education; Reading Achievement; Reading Comprehension; *Screening Tests; *Test Construction; Writing Evaluation

Identifiers-Basic Achievement Skills Individual Screener; Psychological Corporation; *Rasch Model

Basic Achievement Skills Individual Screener (BASIS) was designed by the Psychological Corporation to yield criterion-referenced information as well as normative scores. The constraints imposed by this dual purpose were increased by the requirements inherent in an individually-administered format and the short testing time consistent with test use as a screener. Assessment of reading comprehension was determined to be the most valid and valuable aspect of reading to measure. The BASIS reading test employs a modified cloze technique. The mathematics portion was designed to be a quick screener yielding criterion- and norm-referenced information. The Writing Exercise is an optional subtest of BASIS still in the early stages of development. The Rasch model was used for data analysis because the BASIS tryout provided an opportunity to evaluate it using a small sample and a small number of items. Vertical equating would place all items and persons on a common scale. It would provide a method of validating grade placement of objectives being measured. (DWH)

ED219442 TM820466

Stufflebeam, Daniel L.

Standards for Evaluations of Educational Programs, Projects, and Materials.

Report No-ISBN-0-07-032725-4

Pub Date 81

Note-186p.; Developed by the Joint Committee on Standards for Educational Evaluation.

Available from-McGraw-Hill Book Co., P.O. Box 400, Hightstown, NJ 08520 ($8.95 plus handling).

Document Not Available from EDRS.

Descriptors-Cost Effectiveness; Curriculum Evaluation; Data Analysis; *Evaluation Methods; Evaluators; Institutional Evaluation; Program Effectiveness; *Program Evaluation; Reliability; Specifications; *Standards; Summative Evaluation; Textbook Evaluation

Identifiers-*Evaluation Standards; *Standards for Evaluation Educ Prog Proj Materials

Thirty specific standards developed as guiding principles to maintain the utility, feasibility, propriety and accuracy of evaluations in educational programs, projects and materials are presented. Utility Standards include Audience Identification, Evaluator Credibility, Information Scope and Selection, Valuational Interpretation, Report Clarity, Report Dissemination, Report Timeliness, and Evaluation Impact. Feasibility Standards include Practical Procedures, Political Viability, and Cost Effectiveness. Propriety standards include Formal Obligation, Conflict of Interest, Full and Frank Disclosure, Public's Right to Know, Rights of Human Subjects, Human Interactions, Balanced Reporting, and Fiscal Responsibility. Accuracy Standards include Object Identification, Context Analysis, Described Purposes and Procedures, Defensible Information Sources, Valid Measurement, Reliable Measurement, Systematic Data Control, Analysis of Quantitative Information, Analysis of Qualitative Information, Justified Conclusions, and Objective Reporting. By following these guidelines, evaluators can serve the practical information needs of a given audience by conducting realistic, prudent and frugal evaluations that are ethical and valid in reflecting the study objects' features and merit. Each standard is defined with its purpose and procedural guidelines. Difficulties in applying standards and tradeoffs are discussed with cases illustrating the standards which are relevant to broad evaluation functions. The rationale and development of the standards are discussed. (CM)

ED219463 UD022212

Inbar, Michael

Some Effects of Stress during Grade School Years.

Hebrew Univ. of Jerusalem (Israel). School of Education.

Spons Agency-National Council of Jewish Women, New York, N.Y. Research Inst. for Innovation in Education.

Pub Date Mar 81

Note-57p.; In: Breznitz, Shlomo, Ed. Stress in Israel. New York, Van Nostrand Reinhold Company, Inc., 1982.

Available from-Professional and Reference Book Division, Van Nostrand Reinhold, 135 West 50th Street, New York, NY 10020 (write for price).

Document Not Available from EDRS.

Descriptors-*Adjustment (to Environment); Child Development; Children; *Educational Attainment; Educational Environment; Elementary Secondary Education; Foreign Countries; Higher Education; *Migrant Children; Social Environment; *Stress Variables; *Student Mobility; *Transfer Students

Identifiers-Canada; Israel; United States; *Vulnerable Age Effect

This paper summarizes research findings which suggest that 6 to 11 year olds may be more vulnerable to environmental crises than younger or older youths. A survey of Moroccan immigrants in Israel and France found that those aged 6-11 at the time of immigration had a smaller percentage admitted to college than those aged 0-5 and 12 and over when they immigrated. The effect was identified as the vulnerable age phenomenon. It was hypothesized that while school transfers tend to be stressful for all youths, the fact is more likely to go unnoticed for grade school children whose problems would therefore command less attention from families. Replications with Canadian and United States data corroborated the finding and suggested, futhermore, that: (1) the effect was not specific to cohort, socioeconomic status, or language; (2) the effect was more prominent among interregional U.S. migrants than among shorter-distance migrants; (3) the effect was more noticeable among boys than among girls; and (4) the attrition effect of structural transitions between levels of the educational system should be distinguished from the vulnerable age effect. Certain developmental and environmental factors were presented as possible explanations for the vulnerability of youths in mid-childhood to social or school environmental change. (Author/MJL)

ED219003 HE015239

Douglas, Joel M., Ed.

[Collective Bargaining and the Quality of Work Life, Faculty Election Results Still Undecided, The Decennium Conference, a Modest Attitudinal Survey on Ten Years of Collective Bargaining].

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.

Pub Date Apr 82

Note-8p.

Available from-National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Avenue, New York, NY 10010.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Collective Bargaining; *College Faculty; Faculty College Relationship; *Faculty Development; Faculty Workload; Governance; Higher Education; Job Satisfaction; Sabbatical Leaves; *Teacher Morale; *Unions; *Work Environment

Identifiers-California State University; City University of New York; Los Rios Community College District CA; Macomb County Community College MI; Miami Dade Community College FL; San Francisco Community College District CA

The following topics are addressed in this newsletter issue: collective bargaining and the quality of work life, faculty elections at California State University, speeches presented at the tenth annual conference of the National Center for the Study of Collective Bargaining in Higher Education and the Professions (NCSCBHEP), April 1982; and results of a survey pertaining to significant issues in academic collective bargaining. Quality of work life may be defined as changes in one's work environment in order to improve morale, performance, stimulate motivation, and concomitantly raise productivity. The dynamics of quality of work life programs on unionized campuses are examined. Clauses in collective bargaining agreements or in separately created programs that are typical of quality of work life features (although not identified as such) are as follows: the City University of New York and the Professional Staff Congress which provides for faculty development and retraining; Los Rios Community College fund and staff retraining; San Francisco Community College professional growth fund and staff retraining; San Francisco Community College partial load leave; and the Miami Dade Community College creative staff development program. In regard to the faculty elections at California State University, neither competing agent received the necessary majority of votes to become the certified bargaining agent, although agents have either been certified and/or are conducting collective bargaining in six of the seven university bargaining units. The attitudinal survey on collective bargaining asked NCSCBHEP conference attendees to assess their administrators' views on the faculty union's participation in campus governance and to indicate issues confronting academic collective bargaining in the 1980s. (SW)

ED219052 HE015330

Thompson, William J.

The Courts on Campus: Governmental Intruder or Social Conscience. ASHE Annual Meeting 1982 Paper.

Pub Date Mar 82
Note-60p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 2-3, 1982).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-College Role; Court Litigation; *Court Role; *Ethics; Federal Legislation; *Federal Regulation; *Government School Relationship; *Higher Education; *Institutional Autonomy; Moral Issues; Program Costs; Standards; Trend Analysis
Identifiers-ASHE Annual Meeting

The role of the court on the campus is examined from the constitutional cases of the 1960s, through the expansion of administrative regulations during the 1970s, to the potential of judicial restraint and less government in the 1980s. It is agreed that the courts have pushed colleges and universities to higher ethical standards. These positive effects have often been obscured by the effects of decreased institutional autonomy and increased costs. Admittedly, the dependence of higher education on the courts and the legislature to act as its conscience may not have been healthy. Critics would argue that colleges and universities should be able to ethically regulate themselves without the government's role. The validity of the criticism may soon be tested. The outcome of the most frequently cited cases from the judiciary is examined, and the opinions of judges are used to show that great deference has been exhibited except in cases where many basic rights of individuals were violated. In these cases, a commitment to moral justice demanded that the courts intercede. In addition, regulations from the executive and administrative branches are examined in light of the goals to which the proponents of the legislation aspired. Speculation is offered on what would have happended without these laws. The trends of the 1980s toward judicial restraint and less government, and the implication of these trends for ethical standards in higher education, are explored. A bibliography and list of cases are appended. (SW)

ED219112 JC820369

Revitalizing the Humanities in the Community College: Progress Report, October 1, 1981-September 30, 1982.

Center for the Study of Community Colleges, Los Angeles, Calif.; Washington State Board for Community Coll. Education, Olympia.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date [82]

Note-110p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Advisory Committees; Community Colleges; *Curriculum Development; Educational Benefits; *Humanities Instruction; Information Dissemination; *Liberal Arts; Program Descriptions; Program Evaluation; Questionnaires; *State Programs; State Surveys; Teacher Workshops; Two Year Colleges

Identifiers-*Washington

This progress report reviews the third year of activities conducted by the Center for the Study of Community Colleges as part of the Washington State Humanities Project. First, the report discusses the role of Center staff in advising on the project's organization and activities, reviewing materials, visiting campuses, and linking the project with similar activities in other states. Next, the four specific types of Center activities are reviewed: (1) surveys, which included the undertaking of a survey of 6,162 students from 26 Washington community colleges and the design of a community survey for use by the state's colleges; (2) workshops and presentations, which included 15 faculty workshops focusing on humanities lay advisory committees and on the implications of the findings of the student survey; (3) the dissemination of information on survey findings and on the activities of the project; and (4) project evaluation, which revealed problems arising from state budget cuts and uneven leadership on the campuses. The bulk of the report consists of appendices, including the student survey instrument and instructions for its use, the community survey instrument, reports on advisory committees and humanities instruction, Jack Friedlander's study, "Measuring the Benefits of Liberal Arts Education in Washington's Community Colleges," and Arthur Cohen's overview of the student survey, recommendations emanating from the project, and liberal arts outcomes. (HB)

ED219333 SO014208

Deudney, Daniel

Space: The High Frontier in Perspective. Worldwatch Paper 50.

Worldwatch Inst., Washington, D.C.
Report No-ISBN-0-916468-49-6
Pub Date Aug 82
Note-71p.
Available from-Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, DC 20036 ($2.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Astronomy; Communications Satellites; Earth Science; Industrialization; Peace; *Space Exploration; War

This paper examines how the exploration of space has affected life on earth. Examined are milestones in space, war or peace in space, learning about earth from space, the satellite communications revolution, space industrialization, and the ownership of space. The real beginning of the Space Age was the October 1957 Soviet launch of a 184-pound satellite into orbit. The United States put an object into orbit in January 1958. The Soviet Union has taken an important lead in internationalizing access to space by sending Cuban, East European, French, and Mongolian cosmonauts into space. The current projects of the U.S. and Soviet programs--the space shuttle and the space station--are perfect complements. The superpowers have begun a race for the first time to place weapons of destruction in orbit. Space militarization is being aggressively promoted by both countries. The most valuable contribution space activities have made is the information they have provided about the universe and about the earth. For example, scientists are learning how the atmosphere, oceans, sunlight, and life forms interact to make the planet habitable and how human actions are altering those systems. The biggest scientific advances have been in astronomy and related sciences. As a result of the satellite communications revolution, satellite TV broadcasts are bringing cultural interactions that for the first time begin to match the scale of the world's economical and political interdependencies. Disputes regarding the ownership of space are beginning to emerge. (RM)

ED219354 SP020390

Katterns, Bob

Teaching Practice: The Student Teacher as Supervisor.

Pub Date Jul 82
Note-28p.; Paper presented at the Annual Conference of the South Pacific Association for Teacher Education (12th, Frankston, Victoria, Australia, July 6-9, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Classroom Observation Techniques; Cooperating Teachers; Education Courses; Higher Education; Interaction Process Analysis; *Preservice Teacher Education; Self Evaluation (Individuals); *Student Teachers; *Student Teaching; Teacher Attitudes; *Teacher Education Curriculum; Teaching Experience; Teaching Methods; *Teaching Skills
Identifiers-University of Waikato (New Zealand)

In the "Learning and Teaching" course at the University of Waikato (New Zealand) College of Teacher Education, explorations are being conducted into the advantages of training student teachers to work, on a more genuinely collegial basis, with the college's cooperating teachers. The assumptions and objectives of the course focus on teaching as a directed, flexible activity which involves understanding and sensitive control of pedagogical methods, and attitudes and skills for self evaluation. A variety of teaching and learning situations are examined, culminating in the presentation of a model which forms the basis of the course and encourages students to develop sensitive control of teaching repertoire. The orientation of the model is that student teachers should regard themselves as teachers who are learning, rather than as learners who are practicing teaching. Two interrelated units in the Learning and Teaching course introduce the concept of nonjudgmental supervision and prepare students for the student teaching experience. In "Looking at Teachers" and "Looking into Teaching," students: (1) analyze and discuss teaching activities in various contexts; (2) learn the value of interaction analysis procedures using a teacher-pupil interaction coding system; and (3) apply resulting supervisory skills. In spite of generally positive program evaluation by students, progress of the Learning and Teaching course has been hindered by restrictions of the college course structure and students' other course requirements. (FG)

ED219421 TM820433

Boykin, Arsene; Trungamphai, Arunthadee

Attitudes and Attained English Language Proficiency of University Students in Thailand: A Sociolinguistic Study.

Pub Date Mar 82
Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attitude Measures; Cloze Procedure; College Students; *English (Second Language); Foreign Countries; Higher Education; Language Attitudes; *Language Proficiency; Second Language Learning; *Sociolinguistics; *Student Attitudes; Thai
Identifiers-*Thailand

English proficiency of Thai university students studying English as a Foreign Language (EFL) was studied in relation to attitudinal scores on social, economic, travel, or prestige scales. Secondarily, the subjects' attitudes toward their native group and toward the target language group, and their motives for learning English were studied in relationship to their attained level of proficiency. Characteristics of the learners, including sex, status in school, and numbers of years studying English were studied as moderator variables. A cloze test of English proficiency and a student questionnaire adapted from Chihara and Oller were administered to 52 females and 61 males by 2 teachers at a national university in Thailand. Results show positive correlations between factors distilled from the attitude measures and attained EFL proficiency. High ratings of one's own people on selected attribute scales correlated negatively with foreign language proficiency. Sex differences were found in terms of motivations to study English. (Author/PN)

ED219019 HE015283

Quay, Richard H.

On the Transition from Elite to Mass Higher Education: A Bibliography of Martin A. Trow. Public Administration Series: Bibliography P-1034.

Pub Date Aug 82

Note-14p.

Available from-Vance Bibliographies, Post Office Box 229, Monticello, IL 61856 ($2.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Access to Education; *College Admission; College Applicants; *College Students; Comparative Education; Educational History; *Educational Opportunities; Education Work Relationship; Enrollment Trends; *Equal Education; Foreign Countries; Higher Education; Liberal Arts; Moral Development; Private Colleges; Public Policy

Identifiers-Great Britain; *Trow (Martin A)

A bibliography of publications authored, coauthored, or edited by Martin A. Trow on the transition from elite to mass higher education is presented. The specific topics of the publications, which cover 1957-1982, include the following: confronting the challenge of underprepared students, comparative perspectives on access, liberal education and the market in higher education, dilemmas of higher education in the 1980s and 1990s, moral dilemmas of policy analysis, moral problems in the context of higher education, aspects of diversity in American higher education, elite and mass higher education, youth problems and policies in the United States, youth education and unemployment, students and teachers in American higher education, moral development as an aspect of higher education, transition from youth to adulthood, dilemmas of institutional research, early years of innovative colleges, American higher education 1969-1975, departments as contexts for teaching and learning, implications of low growth rates for higher education, planning for universal access in the context of uncertainty, the relationship between the occupational structure and higher educational systems, data systems and the assessment of costs and benefits in higher education, the distribution of academic tenure, the British university teacher, the open university, admissions in American higher education, elite and popular function in American higher education, transition from mass to universal higher education, and research and the racial revolution in American education. (SW)

ED219036 HE015308

Kaiser, Harvey H.

Facilities Audit Workbook: A Self-Evaluation for Higher Education.

Association of Governing Boards of Universities and Colleges, Washington, D.C.; Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C.; National Association of Coll. and Univ. Business Officers, Washington, D.C.

Spons Agency-American Telephone and Telegraph Co., New York, N.Y.; International Business Machines Corp., Armonk, N.Y.

Pub Date Jul 82

Note-62p.

Available from-Association of Physical Plant Administrators, Eleven Dupont Circle, Suite 250, Washington, DC 20036 (Nonmembers, $20.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Buildings; Cost Effectiveness; *Costs; Data Analysis; Data Collection; *Educational Facilities Planning; *Facility Case Studies; Facility Improvement; *Facility Inventory; Facility Utilization Research; Higher Education; Repair; Research Design; *Self Evaluation (Groups); Space Classification

The purpose and scope of a facilities audit and steps in conducting an audit are outlined, and facility ratings forms that can be used in the process are included. The audit is presented as a part of the comprehensive facilities management approach, and the users and different audit uses are also addressed. The audit design phase includes deciding who should be on the audit team, what facilities they should cover, the time frame involved, and the use of consultants. The next phase includes designing the plan, data collection, and data analysis. The third phase of a facilities audit is the presentation of findings. Attention is directed to: how audit findings should be summarized, priorities for repair and renovation projects, planning of the final presentation, and gaining support for the recommendations. Additional considerations are as follows: using outside consultants, rating the facilities, a comprehensive versus a condensed audit, and cost analyses or proposed projects. The proposed procedures outlined in the workbook: can be used in the field without extensive training, can be used without consultant assistance, can be used by any institution, and is based on a manual tabulation of data that can readily be adapted to automated data processing. The proposed system provides a functional analysis of facilities and data that can be used for setting and justifying

priorities. It also inspects buildings by components on the basis of a physical analysis and indicates conditions that can serve as a base for future surveys. Appendices include a list of room use categories and building type characteristics, information alternative methodologies, and a bibliography. (SW)

ED219073 IR010287

Mojkowski, Charles

Year One Evaluation of SPIN and SPIF: Procedures and Findings.

Pub Date 23 Feb 82

Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, February 23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Databases; Educational Practices; *Educational Resources; Elementary Secondary Education; Evaluation; *Information Needs; Information Networks; *Information Services; Instructional Materials; *Online Systems; Questionnaires; Use Studies

Identifiers-*School Practices Information File; *School Practices Information Network

This paper reports on an evaluation of the first 6 months of operation for two new services developed by Bibliographic Retrieval Services (BRS): the School Practices Information Network (SPIN), a computer-supported network of educational information providers at all organizational levels, and the School Practices Information File (SPIF), an online computer-searchable database of information of educational programs, practices, and instructional materials. SPIN and SPIF are briefly described, the evaluation design is reviewed and the population surveyed is described, and the data sources and data collection methods for the evaluation survey are outlined. Findings are then presented for the following areas: the frequency of SPIN use, the utility of SPIN, problems and needed improvements in SPIN, frequency of use and utility of SPIF, and user awareness of SPIF. General conclusions and discussion of overall results close the report. Five data tables accompany the text and the survey questionnaire is appended. (Author/JL)

ED219094 JC810613

Report of Retail Sales Training Program for Clackamas Town Center, January 19, 1981-March 6, 1981.
Clackamas Community Coll., Oregon City, Oreg.
Pub Date 81
Note-270p.
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Community Colleges; Course Descriptions; Curriculum Guides; *Distributive Education; *Job Training; *Minicourses; Program Descriptions; Program Evaluation; *Retailing; Sales Occupations; School Business Relationship; Two Year Colleges

In late 1980, a retail sales training program was implemented at Clackamas Community College to meet the training needs of business tenants of the new Clackamas Town Center. The program consisted of 20 hours of intensified training in customer relations, sales, cashiering, job readiness, and interviewing. A total of 416 students completed the 7-week training program, and 60% of those seeking employment at the Town Center obtained it. The training program is currently being offered to any other community in the county that requests it. The program report begins with a chronology of events leading to the implementation of the training project and then discusses the result of student and instructor evaluations of the program's content, training, and materials. The report's conclusions emphasize that the retail sales training program is both workable and in demand, and recommendations for program refinement and replication are provided. The bulk of the report consists of supplementary materials including college publications regarding the program, advertising, program costs, and enrollment figures; program materials covering job interviews and job preparation; an explanation of resume writing; study guides; and student materials for courses in orientation and customer relations, cashiering, salesmanship, job readiness, and interviewing and job applications. (HB)

ED219192 RC013493

Poulson, Jesse S.

Strategies for Recruiting Migrant Children: How to Find Them, Win Them, Keep Them.

Accomack County Public Schools, Accomac, VA.
Spons Agency-Virginia State Dept. of Education, Richmond.
Pub Date 82
Note-17p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Change Strategies; Elementary Secondary Education; *Family School Relationship; Interpersonal Relationship; *Migrant Children; Migrant Education; *Occupational Information; Personal Narratives; *Staff Role; *Student Recruitment
Identifiers-*Recruiter Role; *Trust

An important support area for any summer migrant program is recruitment. Recruiters must be able to meet people comfortably, know and practice good human relations, and interpret the school's program and philosophy. After informing migrants of their purposes and program, recruiters must develop a relationship with the migrants. How recruiters and migrants respond to each other, work together, and confront problems will determine the recruiting program's productivity and success. Recruiters must have information that will be useful to other family members and be prepared to deal with the many problems that plague migrant agricultural workers. Since recruiters will sometimes have to serve as liaison between the migrant and community agencies, they must know those agencies and establish rapport with them. Recruiters also must work within a flexible time frame because many activities cannot be carried on during the regular nine-to-five, 5-day work week. Therefore, to gain and maintain productive relationships, recruiters should be approachable; establish trust; contact as many parents and adults as possible to encourage their participation and support; be loving and firm with the children, but not stern; provide assistance wherever and whenever needed; and arrange expendable supplies, materials, and job-related equipment so that they are easily accessible. (NQA)

ED219212 RC013523

Valle, Victor M.

Technical Guidelines for In-Service Teacher Training (For Latin American and Caribbean Countries).

Organization of American States, Washington, D.C. Dept. of Educational Affairs.

Pub Date 8 Mar 82

Note-15p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Change Strategies; Definitions; *Developing Nations; *Educational Development; *Educational Strategies; *Educational Theories; Foreign Countries; Higher Education; *Inservice Teacher Education; Teacher Education; *Teacher Effectiveness; Teacher Role; Teaching Methods

Identifiers-*Latin America

Most education decision-makers agree on contributing to better teacher training. Within the educational realm, some postulates have earned universal and general acceptance because of the amount of previous experience and theoretical considerations (i.e., relationship between education and social structure, lifelong learning, universal acceptance of some type of "formal education"). Some problems affecting educational development in developing countries are large numbers of persons still lacking basic education, many children dropping-out before completing elementary school, and increasingly scarce resources. Within this reality, teacher training can be defined as a conscious deliberated, participative and continuous process implemented by an educational system to improve academic performance and the outcome of educational programs, encourage complete self-development and continuous effort for professional renewal among teachers, and reinforce the teachers' "spirit of commitment" to society and the community. By knowing what teachers must do to perform their teaching duties well and to improve their performance and what teaching quality students need and the community demands, training needs can be determined and relevant training programs can be designed. This article suggests an approach to teacher training that considers the improvement of teaching quality, student achievement, and community and family participation in the teaching-learning process for determining teacher training effectiveness. (Author/NQA)

ED219232 SE038257

PRISM Canada. Priorities in School Mathematics.

Alberta Univ., Edmonton. Faculty of Education.
Report No-ISBN-0-88864-972-X
Pub Date Aug 81
Note-75p.
Available from-Faculty of Education, University of Alberta, 4-116 Ed. N., University of Alberta, Edmonton, AB. T6G 2G5 Canada. $8. per copy.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Curriculum Development; Curriculum Research; *Educational Needs; Educational Objectives; Educational Research; Elementary Secondary Education; *Mathematics Curriculum; *Mathematics Education; Mathematics Instruction; *Public Opinion; School Surveys; Surveys
Identifiers-*Canada; Mathematics Education Research; *Priorities in School Mathematics Project

The Priorities in School Mathematics (PRISM) Canada Project was initiated in September 1977 as a companion study to the National Council of Teachers of Mathematics (NCTM) PRISM Project. These twin projects were designed to help provide guidelines and suggestions for curriculum changes during the 1980's. Two instruments were used, a Preferences Survey and a Priorities Survey, and were given to both professional and lay samples. The view of professional preferences looked at content, goals, resources, methods, how much time should be spent on instruction, and calculators. Usually all of these were considered for the following content strands: 1) fractions and decimals; 2) algebra; 3) whole numbers; 4) geometry; 5) probability and statistics; 6) ratio, proportion and percent; 7) problem solving; 8) measurement; and 9) computer literacy. Lay opinion on preferences combines the content strands. The survey considered aspects of both the elementary and secondary curriculum and viewed issues such as student needs, content improvement, teacher education, upgrading activities, general problems, distribution of research funds, and methods of attacking problems. Implications for action highlights seven recommendations found in NCTM's "An Agenda for Action: Recommendations for School Mathematics of the 1980's." The document concludes with comments and criticisms about the survey made by respondents. (MP)

ED219274 SE038781

Lessons from an Energy Curriculum for the Senior High Grades. Unit VI - Fossil Fuels and Energy Alternatives (Solar, Coal). Energy Education Curriculum Project.

Indiana State Dept. of Commerce, Indianapolis. Energy Group.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.
Spons Agency-Department of Energy, Washington, D.C.
Pub Date Apr 82
Grant-DE-F645-76CS-60038
Note-102p.; For related documents, see SE 038 775-784.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Coal; *Conservation Education; Energy; *Energy Conservation; Environmental Education; Fuels; High Schools; Interdisciplinary Approach; *Learning Activities; Science Activities; Science Curriculum; Science Education; *Secondary School Curriculum; *Solar Radiation; Teaching Guides; Units of Study
Identifiers-Alternative Energy Sources; *Energy Education; Indiana

Energy education units (consisting of a general teacher's guide and nine units containing a wide variety of energy lessons, resources, learning aids, and bibliography) were developed for the Indiana Energy Education Program from existing energy education materials. The units were designed to serve as an entire curriculum, resource document, supplementary materials, or as a laboratory manual of "hands-on" activities which could be infused into existing grades 9-12 curricula. Unit VI, focusing on fossil fuels and energy alternatives (solar and coal), consists of an introduction (rationale, unit objectives, and general background information), eight "solar lessons," three "coal lessons," unit resources, bibliography, and teacher evaluation form. Each lesson includes lesson title, objectives, background information, activities, evaluation techniques, and resources. Titles of solar lessons are: (1) All Buildings Are Solar Collectors; (2) The Cardboard Carpenter and the Solar Hot Plate; (3) A Green/Ice House; (4) A Wet Solar Collector; (5) The Sunshine Papers (drawing and designing a solar plate collector); (6) Color Conduction Comparison; (7) Wind Generator; and (8) Second Hand Solar Sources: Savonius Rotors. Coal lesson titles are: (1) Coal and Energy; (2) Types of Mining and Mines; and (3) Problems with Coal and Solutions. (Author/JN)

ED219377 SP020575

A Needs Assessment Study Conducted by Teacher Corps 1979.

Arkansas Univ., Fayetteville.; Arkansas Univ., Pine Bluff.; Pine Bluff School District 3, Ark.
Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.
Pub Date Jan 80
Note-300p.
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Academic Achievement; Classroom Environment; Diagnostic Teaching; Educational Assessment; *Educational Attitudes; *Educational Needs; Education Majors; Elementary Secondary Education; Exceptional Persons; Inservice Teacher Education; Multicultural Education; *Needs Assessment; Objectives; Parent Attitudes; *Program Development; *School Districts; Schools of Education; Student Characteristics; Teacher Education Programs
Identifiers-Arkansas (Pine Bluff); *Teacher Corps

This report presents needs assessment data gathered for a Teacher Corps project in Pine Bluff School District (Arkansas). Subjective and objective data were collected from students, parents, and school personnel at five elementary and secondary schools, and from education majors and faculty at the University of Arkansas at Fayetteville and the University of Arkansas at Pine Bluff. The introduction gives the purpose, scope, and procedures used in the study. The second section discusses the social and historical context of the community of Pine Bluff, Pine Bluff public schools, and the background of the two universities. Responses are ranked on a "strongly agree" to "strongly disagree" continuum and are correlated with demographic data and student academic achievement scores for four areas: (1) diagnostic-presciptive instruction; (2) classroom environment; (3) exceptional children; and (4) multicultural education. Perceived strengths and weaknesses and recommendations for each of the five schools are listed. Conclusions and recommendations based on the needs assessment data are presented. An appendix contains needs identified by respondents for inservice program activities. Twenty-two tables provide supporting data from survey responses. (FG)

ED219483 UD022470

Kapel, David E.; Kapel, Marilyn B.

The Preparation of Teachers for the Urban Schools: Selected Programs Offered by Institutions of Higher Education and Urban School Districts. Part II. ERIC/CUE Urban Diversity Series Number 81.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Jul 82
Contract No-400-77-0071
Note-79p.; For related document see UD 022 469.
Available from-ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($5.00).
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Colleges; *Curriculum; Elementary Secondary Education; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; Program Descriptions; School Districts; *Teaching Methods; *Urban Education; Urban Schools
Identifiers-United States

Presented in this report are brief descriptions of preservice teacher education programs offered by American institutions of higher education and inservice teacher education programs and structures in U.S. urban school districts, designed for the education, preparation, and continuing training of professionals for urban schools. The programs were chosen for inclusion in the report because of their basic and/or unique features related to urban education; they were either typical or atypical urban programs. Information provided on each program include the institution or school district offering the program; its geographical location; type of service provided; program overview; and a description of the program curriculum, broadly defined to include not only specific courses but also various activities and experiences. (Author/MJL)

ED219132 PS012944

Kurilich, Kevin Robert

Occupational Stereotyping in Elementary School Children.

Pub Date May 81
Note-68p.; Master of Arts Thesis, San Francisco State University.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Age Differences; Attitude Change; Elementary Education; *Elementary School Students; Intervention; *Occupations; Pretests Posttests; *Role Perception; Sex Differences; *Sex Role; *Sex Stereotypes
Identifiers-Gender Identity

The present study examined the impact of an experience with adults in sex-role reversed occupations upon elementary school children's sex-stereotyped beliefs. Subjects were 68 children in first, third, and fifth grades from a parochial elementary school in San Leandro, California. The adult occupations test, a paper and pencil assessment instrument designed to measure the sex-role flexibility of children's occupational stereotypes, was used for both the pre- and post-tests. One week after the pre-test, the treatment phase of the study was implemented. Half the males and half the females from each grade listened to talks by a male nurse and a female firefighter. The other half of the children listened to two "sex-role appropriate" adults in the same occupations. Post-tests were administered immediately after the talks. No significant treatment effect was noted, but the trends by age and sex occurred in the expected direction, i.e., average stereotyping scores decreased as subjects' age increased, and boys were more stereotyped than were girls. Item analyses indicated the possibility of specific occupation effects as a result of the treatment. (Author/RH)

ED219154 PS012973

Farel, Anita M.

Early Adolescence and Religion: A Status Study.

North Carolina Univ., Chapel Hill. Center for Early Adolescence.

Pub Date 82

Note-53p.

Available from-Center for Early Adolescence, School of Public Health, Department of Maternal and Child Health, University of North Carolina, Suite 223, Carr Mill Mall, Carrboro, NC 27510 ($4.00 plus $1.00 postage and handling).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adolescent Development; Catholics; Jews; Program Descriptions; *Program Development; Protestants; *Religious Education; *Religious Organizations; Resource Materials; *Youth Programs

Identifiers-*Early Adolescents

A survey of resources is provided for improving youth programs conducted by religious organizations. After a brief introductory chapter establishing the focus of the document, the second chapter offers an overview of adolescent physical, intellectual, moral, social, emotional, and religious development. In addition, the attitudes of young adolescents towards religion are discussed. Special attention is given to research findings related to adolescent spiritual concerns, attitudes toward religious practice, types of religious experience, growth of religious identity, perceptions of God, prayer and religious meaning, and the development of faith, as well as social and emotional needs of youths. Subsequent discussion focuses briefly on approaches to ministry among young adolescents. The concluding chapter discusses eight characteristics of exemplary religious programs for young adolescents and describes five current programs which are considered particularly responsive to the developmental needs of young adolescents and which offer creative and appropriate programming in the out-of-school hours. An annotated list is included of resource books, research studies, periodicals, and organizations; some resources are also mentioned which focus on cults, illness and hospitalization, juvenile justice, and substance abuse. (RH)

ED219254 SE038756

Petrock, Edith M.; Bauman, Paul C.

Energy and Education: Planning for Higher Prices and Potential Shortages.

Education Commission of the States, Denver, Colo. Education Improvement Center.

Report No-ECS-I82-2

Pub Date Jul 82

Note-67p.

Available from-ECS Distribution Center, Education Commission of the States, 1860 Lincoln St., Suite 300, Denver, CO 80295 ($4.00).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Conservation Education; Costs; *Educational Policy; Elementary Secondary Education; Energy; *Energy Conservation; Federal Programs; *Fuels; School Closing; State Programs

Identifiers-*Energy Management; *Energy Policy

This document provides information and suggestions to enable education officials to better control rising energy costs and to plan appropriate reactions to energy supply disruptions. Information is also provided on major changes in federal policies addressing energy shortages and the implications of these policies for state and local jurisdictions. The major focus of the document is on information generally not available in current energy plans: revised federal policies, characteristics of state energy contingency documents, planning considerations, fuel characteristics, and energy supply management techniques. Also included are the conclusions and recommendations made by the State Energy and Education Task Force. An annotated bibliography lists sources of information for monitoring energy-related data, a sampling of state-developed energy conservation and emergency plans, and other related references. (Author/JN)

ED219294 SO014031

Parsons, James B.

Evaluating Student Achievement in Alberta Social Studies: Report to MACOSA Committee on Social Studies Assessment.

Pub Date Jul 77
Note-46p.; Small print type in Appendix C may not reproduce clearly in microfiche or paper copy.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement; Citizenship Education; Comparative Education; Elementary Secondary Education; Foreign Countries; Humanistic Education; *Program Evaluation; *Social Studies; *Student Evaluation; *Tests; Values Education
Identifiers-Alberta

This bibliographic essay discusses evaluation instruments that could be used to evaluate the K-12 social studies program in Alberta, Canada. The author points out the difficulty of evaluating the Alberta social studies program because its objectives are ill defined and it relies heavily on values and the inclusion of the affective domain. While there are three intellectual traditions that have made their presence felt in social studies education--the liberal arts tradition, the life adjustment tradition, and the citizenship education tradition--the Alberta social studies program clearly defines itself as a citizenship education program. In assessing student achievement in social studies, three areas should be assessed: knowledge (facts, concepts, and generalizations); skills (research, interpretive, critical thinking, and democratic participation); and attitudes and values. The last half of the paper describes particular tests that can be used. For example, Jamestown Publishers publishes tests that attempt to test comprehension skills at levels from upper elementary school through high school. The "Mental Measurement Yearbooks" (Buros, 1953; Buros, 1959; and Buros, 1965) are filled with reviews of social studies tests that measure cognitive tasks. Sample test instruments are included in the appendices. (RM)

ED219314 SO014163

Education in China.

Ministry of Education (Republic of China).

Pub Date 81

Note-196p.; Photographs may not reproduce clearly in microfiche or paper copy.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Adult Education; Agricultural Education; *Comparative Education; Deafness; Educational History; *Educational Practices; *Educational Trends; Education Work Relationship; Elementary Secondary Education; Foreign Countries; Government Role; Government School Relationship; Higher Education; Medical Education; Medical Research; Postsecondary Education; *Rural Education; School Statistics; Teacher Education; Teaching Methods; Vocational Education

Identifiers-*China

This book provides a comprehensive view of education in the People's Republic of China today. Divided into four sections, the bulk of the book's material is covered in the first section, "Education in China." Section 1 begins with a discussion of educational achievements in China, the present educational situation and basic conditions in 1980, and government policies and goals directed toward enabling education to serve Socialist modernization better. Statistical charts are included on the number of students, minority students, and females at all levels enrolled in the schools from 1949 to 1980. Charts also provide information on the number of schools, teachers, and graduates in China. Next, the discussion focuses on popularizing primary education in two counties in China--Yanguan and Taojiang. The last part of section 1 focuses on integrating education with productive labor. With this emphasis in mind, the topics discussed deal with research and teaching in a medical college; an agricultural university which combines teaching scientific research and production; the training of biology teachers for secondary schools; a middle school where the classroom is a factory; vocational schools in industrial areas; and an agricultural middle school. Section 2 describes China's secondary vocational (specialized) education, which is now an important part of education in China. Sections 3 and 4 provide information on adult education in China and on education for the blind and deaf-mutes. (NE)

ED219398 TM820402

Peterson, Gary W.

A Meta-Evaluation of a Generic Skills Approach to Evaluating Academic Programs.

Pub Date 23 Mar 82

Note 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Standards; Case Studies; Educational Development; Educational Planning; Higher Education; *Institutional Evaluation; *Models; Performance; *Program Evaluation; *Self Evaluation (Groups); Skill Development

Identifiers-*Academic Program Evaluation Paradigm; Meta Evaluation

The Academic Program Evaluation Paradigm (APEP) is a five-stage process for participating institutions and their faculties to structure inquiry into their academic programs and develop concrete procedures to effect institutional changes. APEP was developed and implemented by 10 member institutions of the American Association of State Colleges and Universities. In the Paradigm, institution faculties define generic skill outcomes of their academic programs; select or develop student outcomes and program portrayal measures; identify desired performance standards; and make judgments about discrepancies, defined as "gaps" between the observed and desired levels of performance. Policies and procedures are then formulated to rectify high priority gaps. The generic skills of communication, analysis, synthesis, quantification and valuing are key components of the Paradigm. Analysis of the two and one-half year project included an institution which completed the Paradigm and six other institutions in which limitations in the implementation of the final stage made results uncertain. Limitations of the Paradigm in its potential goal as a guide for program evaluation include the time factor in completion of all stages, whether population samples are adequate, and the validity of measures of skills. (Author/CM)

ED219464 UD022308

Phillips-Jones, Linda, Ed.; Katz, Patricia Hawkins, Ed.

Career Development for Indochinese: A Curriculum Guide.

California Community Colleges, Sacramento.; California State Dept. of Education, Sacramento.; San Jose City Coll., Calif.; San Jose Community Coll. District, Calif.

Spons Agency-Department of Education, Washington, DC.

Pub Date 82

Note-901p.; Not available in paper copy due to institution's restrictions.

EDRS Price - MF06 Plus Postage. PC Not Available from EDRS.

Descriptors-Adult Education; Bilingual Education; Cambodians; *Career Choice; *Career Development; *Career Exploration; *Employment Opportunities; *Indochinese; Instructional Materials; Job Application; Laotians; Lesson Plans; Limited English Speaking; Nontraditional Education; Occupations; Secondary Education; Self Evaluation (Individuals); Vietnamese People; *Work Environment

This curriculum guide contains six units covering over 60 hours of lessons on career development designed for Vietnamese, Laotian, and Cambodian students in the United States. Developed for use by counselors, career guidance specialists, vocational instructors, instructors in English as a second language, and other professionals involved in career development for Indochinese, the guide includes instructor guidelines, instructor support materials, and student materials in English as well as in the students' native languages. The suggested lessons and activities are intended to help Indochinese students make more effective career choices by allowing them to compare work settings in the United States and in their native countries; examine their interests, values, attitudes, and desired lifestyles; explore the variety of occupations available in the United States; strengthen their decision-making skills and make wise career choices based on personal assessment; improve job search skills; discover and apply ways to be successful on the job; and experience being in the U.S. labor market. Each unit is divided into several lessons which provide objectives, suggestions for instructor preparation, procedures and materials, guidelines for classroom and non-classroom activities, and supplementary materials. (Author/MJL)

ED219053 HE015331

Weidman, John C.

Some Conceptual Concerns in the Study of Undergraduate Socialization: Implications for Assessing Faculty Impact. ASHE Annual Meeting 1982 Paper.

Pub Date Mar 82

Note-18p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 2-3, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Aspiration; College Environment; Educational Benefits; Higher Education; *Interpersonal Relationship; Knowledge Level; Models; *Occupational Aspiration; *Socialization; Student Adjustment; *Student College Relationship; *Student Teacher Relationship; Teacher Role; Theories; *Undergraduate Students; Values

Identifiers-*ASHE Annual Meeting

A conceptual model of undergraduate socialization is presented. The framework incorporates several elements of the models developed by Feldman (1972) and Hochbaum (1968), but combines these models in a different way and incorporates the more recent work of Astin (1978). Of particular concern is an examination of the complex covariation among (1) individual, group, and organizational sources of socializing influences; (2) interpersonal mechanisms transmitting those influences; and (3) resultant socialization outcomes in various college settings. The three-dimensional model of undergraduate socialization is diagrammed. The vertical dimension (object of influence) shows three types of personal orientations, both cognitive and affective, that may be subject to modification as a result of participation in an organizational setting. The first two aspects are knowledge and values, and values are viewed as predispositions toward, or preferences for, various personal ends or life goals. One of the most important life decisions influenced by college attendance is occupational choice. The horizontal dimensions (source of influence) contains three aspects of college environments that have the potential for modifying students' orientations (i.e., people, normative contexts, and curriculum). Reference group theory is useful for identifying potential sources of socializing influences. Mechanisms of socialization that constitute the third dimension of the model include impersonal exposure (i.e., the reading list) and primary social relationships. To illustrate the use of the conceptual framework, an example from earlier research (Weidman, 1974) is discussed. The study examined the effects of norms and primary social relationships among faculty and students in academic departments on changes in undergraduates' occupational values. (SW)

ED219113 JC820370

Community College Enrollment in the Humanities, Fall Quarter 1979-Fall Quarter 1982.

Washington State Board for Community Coll. Education, Olympia.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date [82]
Note-534p.; A report of the Washington State Community College Humanities Project.
EDRS Price - MF02/PC22 Plus Postage.
Descriptors-Age; *College Faculty; Community Colleges; *Courses; Day Students; Enrollment; *Enrollment Trends; Females; Full Time Equivalency; *Humanities; Males; *Student Characteristics; Student Educational Objectives; Student Teacher Ratio; Two Year Colleges; *Two Year College Students
Identifiers-*Washington

Based on data gathered from 26 Washington community colleges for fall 1979 through fall 1981, this four-part report presents a series of tables providing information on enrollments, students, faculty, and courses in 13 humanities program areas; i.e., anthropology, art history, English as a second language, ethnic studies, foreign languages, history, humanities and social sciences, literature, music history, philosophy, political science, social science, and sociology. After chapter I explains the purposes and limitations of the report and its data sources, chapter II compares data for the 3 years by college and program area with respect to annual full-time equivalent (FTE) enrollment; enrollment distribution among the colleges; number of FTE faculty; and student/faculty ratios. Chapter III lists all of the humanities courses offered by the colleges by program area. For each course, tables indicate division/department, course number and title, credit hour equivalence, enrollment, percent of instructor workload devoted to the course, and the name and status of the instructor. Finally, chapter IV profiles the students enrolled in the program areas during fall 1979 through fall 1981 in terms of average age; sex; percent attending days, on-campus; average credit load; and educational intent. Instructions for interpreting the data begin each chapter. The appendix explains the system used to categorize courses. (KL)

ED219174 RC013473

Vardeman, Lou

Yo, Ciudadano: Un Curriculo de Experiencias para Educacion Civica. Nivel: Kindergarten (Citizen Me: An Experiential Curriculum for Citizenship Education. Level: Kindergarten).

Harris County Dept. of Education, Houston, Tex.
Spons Agency-Texas Governor's Office, Austin. Criminal Justice Div.
Pub Date 81
Grant-JA-79-C03-5874
Note-91p.; For related documents, see RC 013 474-487. Translated by Pablo Guerra.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Bilingual Instructional Materials; *Citizenship Education; Citizenship Responsibility; Critical Thinking; Curriculum Enrichment; Curriculum Guides; *Decision Making Skills; Discovery Learning; Experiential Learning; *Kindergarten; Primary Education; Safety Education; Short Stories; Social Responsibility; *Social Studies; *Units of Study
Identifiers-Citizen Me Project TX

Integrating concepts of basic citizenship education with community involvement, this experiential curriculum provides a means for developing decision making and critical thinking skills within the existing social studies curriculum at the kindergarten level. Consisting of 11 lessons, the guide, written in Spanish, introduces the meaning of rules, truth, responsibility, sharing, citizenship, and respect for property. Using the characters and stories of "Sammy, El Oso Buen Ciudadano," "Maria Tenia Un Borreguito," "La Gallinita Roja," "Caperucita Roja," "El Leon y El Raton," "El Nino Que Grito 'Lobo'," "El Zapatero y los Enanos," and "Los Tres Ositos," the lessons teach students about: various school rules that need to be obeyed; the importance of safety rules, of sharing, and of asking permission before using the property of others; the need for rules; the need to share and accept responsibilities; their responsibility for keeping promises; the dangerous consequences that may occur when a dare is made and accepted; and some of the consequences of not telling the truth. Each lesson includes a purpose statement, concepts to be learned, time and materials needed, student objectives, suggested activities, and patterns for making the necessary materials. A review lesson and a good citizen award certificate conclude the guide. (NQA)

Clague-Tweet, Claudia

Implementation of Creativity Training in the Elementary School Curriculum Through Two Varied Techniques.

Pub Date 81

Note-26p.; Some blurring of ink may occur throughout original document.

Available from-Claudia Clague-Tweet, Western Montana College, Dillon, MT 59725.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Art Education; Community Study; *Creative Teaching; Creative Thinking; Creativity; Creativity Research; Educational Research; Elementary Education; *Elementary School Curriculum; Ethnic Studies; Grade 5; Grade 6; Older Adults; Science Education; Second Language Learning; *Social Studies; Writing Skills

This study investigated two methods for teaching creativity in the elementary school curriculum. The two hypotheses tested were: (1) that students' creative thinking skills could be increased by a dispersion of creativity experiences throughout the elementary curriculum; and (2) that students' creative thinking skills could be equally increased by concentrating the creativity experience in one particular area of instruction, in this case social studies. One hundred and twenty-four fifth and sixth grade students in six self-contained classrooms with six different teachers were involved in the study. Two experimental groups (E1 classes) had their instruction in creative thinking concentrated in their social studies program and in an investigation of the history and ethnic bases of their home community. Another two experimental groups (E2 classes) were given instruction in creative thinking in the areas of art, science, creative writing, and use of a second language. Two control groups also participated in the study. Both the E1 and E2 groups used a creative problem-solving program as found in the "Creative Action Book" by Sydney Parnes. Pre- and posttests and a retention test were given to all groups. Results show that creative abilities were increased in students by either dispersing creativity training throughout the curriculum or by concentrating it in the social studies area, with no clear evidence favoring either group. The study also showed that the home community of students could be used as a data bank to teach social studies concepts and skills and that senior citizens could be effective as instructors. (RM)

ED219355 SP020441

Denton, Jon J.; Lacina, Lorna J.

Quantity of Professional Education Coursework Linked with Process Measures of Student Teaching.

Pub Date 82
Note-23p.; Appendixes may not reproduce clearly.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement; Competency Based Teacher Education; Education Majors; Higher Education; *Majors (Students); Preservice Teacher Education; *Self Evaluation (Individuals); *Student Evaluation; *Student Teachers; *Student Teaching; Teacher Effectiveness; *Teacher Morale

This study was conducted to determine differences between: (1) supervisors' ratings of instructional competencies of education majors and non-education majors in a semester of student teaching; and (2) evaluations by education majors and non-education majors of their morale during a student teacher program. Data were collected during one semester from 82 student teachers and their supervisors participating in a competency based program for secondary level teachers. University supervisors were required to evaluate their student teachers on two scales. One rated the instructional effectiveness of the student teacher, while the other rated two curricular units developed and implemented by the student teacher. All student teachers completed "weekly reflection sheets," providing information on their activities and their feelings of confidence or lack of confidence for each week. Findings revealed that non-education majors were rated significantly higher on instructional competencies during the first curricular unit, although this trend reversed itself during the second unit. Differences in morale ratings between the groups were minor, and both groups displayed a common pattern; there was a drop in morale about 2 weeks into the experience, followed by a subsequent rise in self confidence. (JD)

ED219422 TM820436

Boldrick, Laura N.; Filipczak, James

A Commonality Analysis: Assessing Unique Effects of Person and Environment Variables on School Performance of Disruptive Adolescents.

Institute for Behavioral Research, Silver Spring, Md.

Spons Agency-National Inst. of Mental Health (DHEW), Rockville, Md. Center for Studies of Crime and Delinquency.

Pub Date Mar 82

Grant-MH21950; MH35063

Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; Behavior Modification; Behavior Problems; Delinquency; *Evaluation Methods; *Junior High School Students; Low Achievement; *Program Evaluation; Statistical Analysis; *Student Adjustment

Identifiers-*Commonality Analysis; *Preparation through Responsive Educational Program

Commonality analysis was used as part of an evaluation of the Preparation through Responsive Educational Programs (PREP), a project based on behavior modification for disruptive, poorly achieving, and potentially delinquent urban junior high school students. The objectives of this study were to understand how the program affected certain academic and non-academic outcomes, and to assess the practicability of commonality analysis. Data were collected over a 3 year period, from 221 youth, 112 of whom participated in PREP and 109 of whom were controls. The major questions in this research have been how much environmental, as opposed to personal, variables contributed to scores on achievement and other school-related behaviors, and the extent to which the PREP program might have affected these scores and behaviors. The results support PREP's techniques for improving English and mathematics classroom performance and argue for a greater emphasis on the social skills aspects of the urban program's curriculum. The use of commonality analysis in evaluating programs such as PREP's urban effort could provide a ready and clear description of where program efforts should be enhanced or changed. (PN)

ED219443 TM820467

Forehand, Garlie A.

Testing the Handicapped: Validation and Test Interpretation.

Pub Date Mar 82

Note-12p.; Paper presented at the Annual Meeting of the National Council of Measurement in Education (New York, NY, March 20-22, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Ability; *Disabilities; *Evaluation Criteria; Measures (Individuals); Methods Research; Models; *Predictive Validity; Test Construction; Testing Problems; *Test Interpretation; *Test Validity

Problems in validating ability tests for handicapped students and research approaches to predictive validity are discussed. Validity for handicapped persons tested under regular conditions; for applicants to special programs, and for tests taken under special administrative conditions are considered. Item analysis and the construction of new scales designed to improve validity are discussed. Construct validity studies to reveal the extent to which a test measures the same variables in handicapped and non-handicapped populations are suggested. Limitations in validation as a model for evaluating tests for the handicapped are discussed with various decision-making mechanisms and alternative perspectives of validation. (Author/CM)

ED219004 HE015240

Zakir Khouj, Abdullah Mohammad; Ahmed Shami, Mohammad Ansar

Relationship of Students' Course Loads with their Grade Point Average Scores, Study II: An Occasional Paper.

Umm Al-Qura Univ., Mecca (Saudi Arabia). Coll. of Education.
Pub Date Jun 82
Note-8p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Credits; *College Students; Comparative Analysis; *Courses; Credit Courses; Departments; Foreign Countries; *Grade Point Average; Higher Education; Institutional Research; Predictor Variables
Identifiers-*Umm Al Qura University (Saudi Arabia)

The relationship between course loads of students and their grade point average (GPA) was studied at the Makkah Campus of Umm Al-Qura University, Saudi Arabia. Students from all six departments of the college of Shariah whose course loads were between 13 and 18 credit hours were studied and compared with students from the combined departments of history, El-Hadara, El-Dawa, Arabic language, and El-Qada. Three course load categories were evaluated, 13 to 14 credit hours, 15 to 16 hours, and 17 to 18 hours. There were significant differences between the mean GPAs of the three course load categories for both comparison groups. For the Shariah departments, the mean GPA for students undertaking 13 to 14 credit hours was higher than the mean GPA for students undertaking 15 to 16 credit hours. On the other hand, students taking 17 to 18 credit hours had higher GPAs than did students taking 13 to 14 or 15 to 16 credit hours. For the comparison group of five departments, the increase in course load was associated with an increase of GPAs. Overall, students taking course loads from 13 to 16 credit hours did not differ much in GPAs. It is suggested that when comparing GPAs of students taking course loads from 13 to 18 credit hours, it is the course load of 17 to 18 credit hours where the differences between students tends to be more visible. These findings reinforce conclusions drawn from a 1980 student (Ahmed Shami, et al.) which suggest that as the course loads increase, GPAs also increase. It is recommended that a study be conducted to determine whether GPAs affect the course loads students undertake. (SW)

ED219020 HE015284

Quay, Richard H.

On the Future of American Higher Education: A Bibliography of Clark Kerr. Public Administration Series: Bibliography P-1033.

Pub Date Aug 82

Note-14p.

Available from-Vance Bibliographies, Post Office Box 229, Monticello, IL 61856 ($2.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Change Strategies; College Administration; *College Role; Comparative Education; *Educational Change; *Educational Objectives; Education Work Relationship; Foreign Countries; *Graduate Study; *Higher Education; *Undergraduate Study

Identifiers-Carnegie Council on Policy Studies in Higher Educ; China; *Kerr (Clark)

A bibliography of publications authored, coauthored, or edited by Clark Kerr on the future of American higher education is presented. The specific topics of the publications, which cover 1939-1981, include the following: the failure of academic reform in the United States and Western Europe, changes and challenges ahead for community colleges, coordination in a changing environment, the need for private support of higher education, new public policies for youth, the problem with fair practice, administration of higher education during changing times and conflict and the need for retrenchment and reappraisal, education for employment, education for global perspectives, strategies for education, graduate education in transition, key issues for higher education in the 1980s, predictions for higher education and for Swarthmore College, the relationship between school and work, comparative effectiveness of 12 higher education systems, a biographical memoir of Frederick H. Harbison, the relations between education and work in the People's Republic of China, higher education and the future for the University of California at Santa Cruz, the selective admissions dilemma, the Carnegie Commission's examination of the arts, the Carnegie Council on Policy Studies in Higher Education, the trustee facing steady state, the need for more medical schools, the role of education in reconciling freedom and equality, the university and the corporation, evaluation in higher education, the future of state government and higher education relationships, and the role of the private institution in the 1980s. (SW)

ED219074 IR010300

Boyer, Robin K.

An Annotated Bibliography of the Literature Dealing with Textbook and Curriculum Censorship in the Public Schools.

Pub Date Apr 82
Note-48p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Freedom; Annotated Bibliographies; *Censorship; *Curriculum; Elementary Secondary Education; Literature Reviews; *Public Schools; Teachers; *Textbooks

Undertaken to increase awareness among educators of the increasing problems of censorship in public schools and to inform them of some methods for avoiding controversies, this review of textbook and curriculum censorship uses annotations of more than 50 sources to present opposing sides of the question and present solutions. Divided into two parts, the first examines the censors, their reasons for attacking modern textbooks and curriculums, the views of those opposed to censorship, and the legal background for censorship. The second part presents strategies for educators to deal successfully with censorship in the future and is followed by a summary discussion, conclusions, and five practical recommendations for teachers. (RAA)

ED219095 JC820004

Beachler, Judith Anne

The Community Education Project: Pittsburgh, Pennsylvania.

Pub Date 12 Oct 81

Note-38p.; Paper presented and materials distributed at the Annual Conference of the National Council on Community Services and Continuing Education (Seattle, WA, October 11-14, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education; Community Characteristics; Community Colleges; *Community Education; Community Involvement; Community Surveys; *Cooperative Programs; *Institutional Cooperation; Needs Assessment; Off Campus Facilities; *Outreach Programs; School Community Relationship; Social Agencies; Two Year Colleges; Urban Demography; *Urban Education

Identifiers-*Community College of Allegheny County PA

This paper outlines aspects of a community education project, which involved the Community College of Allegheny County (CCAC) and other educational institutions and community service agencies in Pittsburgh in the provision of adult and continuing education and adult and family recreation programs. After section I provides background information on Pittsburgh and CCAC, section II reviews the initial planning phase of the project, which involved the creation of a planning committee and the establishment of its objectives, and describes the development of adult education programs at local facilities. Section III outlines the development, objectives, and results of a citywide community needs assessment survey. Sections IV and V discuss the composition of the governing commission for the community education project and describe the development of a funding proposal to the Mott Foundation. In section VI, the current status of the project, its possible extension, and problems of obtaining additional funds are discussed. The final section of the paper emphasizes problems and pitfalls in the development of the project including bureaucratic resistance, problems of "territory," the length of time to get the project off the ground, and specific local difficulties related to school desegregation and the closure of schools. Appended materials include a Community Education Committee report, the needs assessment instrument and data, and information on pilot programs. (HB)

ED219133 PS012945

Lawson, Jasper; Blumberg, Daniel

Social Influence in Children's Decision-Making Groups.

Pub Date Apr 82

Note-9p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 15-18, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences; Elementary Education; *Elementary School Students; *Group Dynamics; Interaction; *Kindergarten Children; *Leadership Styles; *Peer Influence; Problem Solving; *Social Behavior; Videotape Recordings

This study was conducted to identify types of interactions associated with social influence among school children at three grade levels. Social influence was defined in terms of the ways in which a child attempted to convince other group members to adopt his or her opinions about the appearance of three different inkblots. Eighteen kindergarten, 18 third-grade, and 18 sixth-grade children were initially given one form of a standardized inkblot test. One week later, triads of subjects at each grade level were randomly assigned to an experimental condition designed to generate conflicts between peers by requiring each group to produce a unanimous response to stimuli which had previously elicited disparate responses. Children's interactions were videotaped and analyzed in terms of categories of social influence. The more influential children tended to adopt one of two leadership styles: one type of influence was characterized by responsiveness to peers' opinions and reactions, while the second type was more likely to include persistent and, frequently, forceful presentation of opinions. The peer-responsive child was more likely than the peer-nonresponsive child to compromise. Peer responsiveness and sophisticated use of influence techniques increased with age. (Author/RH)

ED219213 RC013524

Peterson, Bonnie Jayne
Micha-Ko Means People: A Curriculum Guide on the Coast Miwok.
Pub Date Dec 81
Note-163p.; Master's Thesis, San Francisco State University.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*American Indian Culture; American Indian Languages; *American Indian Studies; *Course Objectives; Cultural Background; Curriculum Development; *Curriculum Guides; Elementary Education; Learning Activities; Learning Theories; Reference Materials; *Social Studies; Teaching Guides
Identifiers-*American Indian History; California; *Miwok (Tribe)

The curriculum guide on the Coast Miwok Indians includes an overview of the goals and objectives of social studies education and how they are used in an anthropologically based Native American social studies curriculum. The guide provides an educational rationale for using Native American curricula in the social studies program based on current learning theories, as well as background information on the Coast Miwok which synthesizes the available information on their prehistory, their historical interaction with white settlers, and the cultural aspects of Miwok life. It also includes: suggestions for further readings, methods, and materials used to achieve the goals and objectives; lists of available local resources, such as books, film, filmstrips, newsletters, and resource poeple; and materials teachers can use in developing their own curricula. Although the curriculum guide is intended primarily for elementary school teachers, it can be adapted to various grade levels if the developmental levels of the students are taken into consideration. (Author/AH)

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ED219233 SE038258

How to Evaluate Mathematics Textbooks.

National Council of Teachers of Mathematics, Inc., Reston, Va.
Report No-ISBN-0-87353-193-0
Pub Date 82
Note-12p.
Available from-National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 $2.50 per copy, orders of 10 or more copies to same address earn discount of 20% off list price.
Document Not Available from EDRS.
Descriptors-Elementary Secondary Education; Evaluation; *Evaluation Methods; *Guidelines; Mathematics Curriculum; *Mathematics Education; Resource Materials; *Textbook Evaluation; *Textbook Selection

This guide is based on one published by the National Council of Teachers of Mathematics in 1980. The guidelines are presented in an effort to assist in the selection of textbooks. There are two major sections. The first, How to Get Started, has sections on: Reviewing Objectives; Assessing the Program; Selecting the Evaluation Committee; Developing the Evaluative Criteria; Complying with Legal Provisions; Developing the Rating Forms; and General Suggestions. The second section, Evaluative Criteria, includes: Content; Organization; Auxiliary Materials; Readability; Physical Characteristics; and Special Considerations. The document concludes with a rating form. (MP)

ED219255 SE038757

Cunningham, Carl; And Others

Ideas and Activities for 7-9 Mathematics. Curriculum Support Series.

Manitoba Dept. of Education, Winnipeg.
Report No-ISBN-0-86497-001-3

Pub Date 81
Note-156p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Basic Skills; Drills (Practice); *Educational Games; Enrichment Activities; Instructional Materials; Junior High Schools; *Learning Activities; Mathematical Enrichment; Mathematics Curriculum; *Mathematics Instruction; Puzzles; Resource Materials; Secondary Education; *Secondary School Mathematics; Teaching Methods
Identifiers-Manitoba Department of Education

This document was designed as a supplement to the mathematics guide for grades 7 through 9 also put out by the Manitoba Department of Education. It is a collection of projects, puzzles, demonstrations, games, and exercises which may be used to present concepts, provide practice, or encourage creative work. Teachers are encouraged to select various items from the the collection and integrate them into their existing programs. A separate section of suggested activities is listed for each of grades 7, 8, and 9. Each grade level has activities grouped according to concept or skill focus. Each activity includes a title, objective, a suggested number of pupils, additional sources for ideas, notes to teachers, and a description. The document closes with an annotated bibliography, which has sections for periodicals, books, and a listing of publishers and authors. (MP)

ED219275 SE038782

Lessons from an Energy Curriculum for the Senior High Grades. Unit VII - Energy Conservation. Energy Education Curriculum Project.

Indiana State Dept. of Commerce, Indianapolis. Energy Group.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.

Spons Agency-Department of Energy, Washington, D.C.
Pub Date Jan 82
Grant-DE-F645-76CS-60038
Note-59p.; For related documents, see SE 038 775-784.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Conservation Education; Energy; *Energy Conservation; Environmental Education; Heating; High Schools; Interdisciplinary Approach; *Learning Activities; *Physical Sciences; Science Activities; Science Curriculum; Science Education; *Secondary School Curriculum; Teaching Guides; Units of Study
Identifiers-*Energy Conversion; *Energy Education; Gasohol; Indiana

Energy education units (consisting of a general teacher's guide and nine units containing a wide variety of energy lessons, resources, learning aids, and bibliography) were developed for the Indiana Energy Education Program from existing energy education materials. The units were designed to serve as an entire curriculum, resource document, supplementary materials, or as a laboratory manual of "hands-on" activities which could be infused into existing grades 9-12 curricula. Unit VII, focusing on energy conversions, consists of an introduction (rationale, unit objective, and general background information), 10 activities, materials list for first 4 lessons, bibliography, and teacher evaluation form. Each lesson includes lesson title, objectives, background information, activities, evaluation techniques, and resources. Titles of lessons are: (1) Calories for Heating Our Homes, the Cost of Heating; (2) Do We Know the Heat Produced Per Unit of Measure? (3) Measuring Heat Transfer: The Calorie; (4) Kilowatt-Hours, Calories, and BTU's; (5) The Most Economical Home Heat Source; (6) Construction of a Hydroelectric Generator; (7) Heat Exchangers; (8) Moonshine Travel: Sunshine Solutions (Gasohol); (9) Seeing Dust as a Fuel; and (10) Pedal Power. (Author/JN)

ED219378 SP020578

Quality Assurance in Teacher Education. Proceedings of the 1981 Summer Workshop of the Association of Teacher Educators (East Lansing, MI, August 2-5, 1981).

Association of Teacher Educators, Reston, Va.; Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Pub Date Aug 81

Note-100p.; For related documents, see SP 020 579-582.

Available from-Dr. Donald Steer, School of Education, University of Michigan, Ann Arbor, MI 48109 ($3.00).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Accreditation (Institutions); *Admission Criteria; *College School Cooperation; *Educational Research; Field Experience Programs; Higher Education; *Preservice Teacher Education; *Research Utilization; *Staff Development; Teacher Certification; Teacher Education; Teacher Selection

Participants in the Association of Teacher Educators (ATE)/Institute for Research on Teaching (IRT) Summer Workshop on "Quality Assurance in Teacher Education: Research Into Practice," attended sessions on higher education and took part in workshops focusing on research on teaching. The ATE presented 32 sessions reviewing current developments in teacher education. The sessions were grouped around four themes: (1) teacher candidate selection and evaluation; (2) preservice teacher education content, organization, and field experience; (3) building bridges between colleges and school districts; and (4) professional staff development. The IRT sponsored four day-long research-into-practice workshops, one each on the learner, the teacher, subject matter, and instructional settings. This booklet contains edited versions of the three major addresses presented at the conference, and brief summaries of the small group presentations and IRT workshops. The major addresses dealt with the impact of educational research, the effectiveness of the National Council for Accreditation of Teacher Education (NCATE), and reactions to a National Education Association report on professional development. (JD)

ED219484 UD022471

Ascher, Carol

Student Alienation, Student Behavior and the Urban Schools. ERIC/CUE Urban Diversity Series Number 82.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Aug 82
Contract No-400-77-0071
Note-63p.
Available from-ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 ($5.00).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement; Administrator Role; Catholic Schools; *Educational Improvement; High Schools; High School Students; *Institutional Characteristics; *Minority Groups; Nontraditional Education; Private Schools; Public Schools; School Desegregation; *School Effectiveness; Social Change; *Student Alienation; Student Attitudes; Student Behavior; Student Characteristics; Teacher Role; *Urban Schools; *Values Education

This paper summarizes several research findings in order to determine the urban high school characteristics that are most likely to decrease alienation among inner city, minority students, and to make their attitudes toward education, themselves, and their futures more positive. First, the paper discusses the phenomenon of alienation in society and in the schools, and considers how attitudinal and behavioral signs of alienation are related to student achievement. The author then examines specific studies done in comprehensive high schools, desegregated schools, alternative schools, and private/Catholic schools to identify school characteristics and other factors that bring about student alienation, disruptive behavior, stress, and poor achievement, and the factors that make for positive student achievement and behavior in particular settings. A concluding summary of the points made throughout the literature review includes: (1) the suggestion that alienation is a broad category and must be used as a means of understanding otherwise isolated variables like student violence, dropout rates, and low achievement which point to the same underlying condition; (2) identification of organizational elements that foster alienation and those that decrease alienation; (3) identification of administrator, teacher, and student characteristics that contribute to improved schooling; and (4) emphasis on the importance of values in helping to decrease student alienation. (Author/MJL)

ED219155 PS012974

Farel, Anita M.

Early Adolescence: What Parents Need to Know.

North Carolina Univ., Chapel Hill. Center for Early Adolescence.

Pub Date 82

Note-42p.

Available from-Center for Early Adolescence, School of Public Health, Department of Maternal and Child Health, University of North Carolina, Suite 223, Carr Mill Mall, Carrboro, NC 27510 ($2.75 plus $0.50 postage and handling).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adolescent Development; Child Rearing; *Communication Skills; Family Life; Intellectual Development; *Interpersonal Competence; *Parent Child Relationship; Parent Education; *Parent Role; Physical Development; Resource Materials; Social Development

Identifiers-*Early Adolescents; *Parenting

Written for families with adolescent children, this handbook provides information about adolescent development and about the new ways family members relate to each other when children become adolescents. The handbook discusses the physical, social, and intellectual changes that young people experience, describing how parents can respond to some of the changing needs of young adolescents. Finally, the handbook describes additional resources which offer information about adolescent development, raising adolescents, and strengthening family life. A list of signs of emotional disturbance in adolescents and guidelines for communicating and negotiating with and listening to adolescents are included. Information resources for parents are annotated and coded according to three categories of appropriateness: for parents of children of all ages, for parents of young adolescents, and for parents of younger and older adolescents. (Author/BH)

ED219193 RC013494

"Harvesting Hope". Virginia Educational Program For Migrant Children.
Virginia State Dept. of Education, Richmond.
Pub Date 75
Note-27p.
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement; *Ancillary School Services; Cultural Enrichment; Elementary Secondary Education; Family School Relationship; *Migrant Education; Migrant Health Services; Outreach Programs; *Program Content; *State Government; *State Programs
Identifiers-ESEA Title I Migrant Programs; *Virginia

In 1975 the Virginia Migrant Education Program served migrant children from 21 states, representing different races, cultures, and mores. Two distinct programs were provided to meet the needs of both interstate and home-base migrants. Supportive services included home-school coordinators; counselors; physical, hearing, vision, and dental examinations and immunizations; and a mobile unit, equipped with recreational and educational materials and equipment, offering varied activities that spanned age levels. Instructional activities included movement education; an art program designed to give each child an opportunity to practice and develop skills in art form; vocational education which offered courses in power mechanics and home economics; and musical activities to develop knowledge, application, awareness, and the ability to synthesize. Cultural enrichment activities included a special presentation featuring plays, recitations, and dances at the conclusion of the summer program; two annual birthday parties to celebrate the children's birthdays; and field trips to the zoo and museums. An essential component in providing continuity of learning experiences for migrant children was the cooperation maintained between states. Data on the number of students receiving health services and on student achievement are provided for 1971 to 1975. A glossary of 27 migrant education terms and a 12-item bibliography conclude the booklet. (NQA)

ED219295 SO014032

Johnson, Norris Brock

Schools and Schooling: Anthropological Approaches.
Pub Date 81
Note-22p.; In: Begab, Michael J., Ed.; And Others. Psychosocial Influences in Retarded Performance. Issues and Theories in Development. Baltimore, University Park Press, 1981. v1, p287-307. Some pages may be marginally legible.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Failure; *Educational Anthropology; Educational Research; Educational Theories; Elementary Secondary Education; Ethnography; *Minority Groups; School Responsibility; *School Role; Socioeconomic Influences

The thesis presented in this paper is that school failure among minority subgroups is related to the nature, characteristics, and function of public schooling as well as to the social structural position of the subgroups of which these children are members. An overview of some ethnographic studies of schools and the process of schooling is provided to illustrate the structural-functional orientation predominant in this body of literature. The paper is composed of two sections. The first section discusses concepts and theoretical orientations underlying the argument for a more structural, functional, and systematic approach to accounting for this problem of differential school outcomes. In this section, the focus is on a consideration of the nature of schools, the relationship of schools to social structure, and some predominant sociocultural functions of schools. The second section discusses some representative research on the actual school experiences of children from subordinate groups. Here the focus is on the manner in which schooling functions to perpetuate patterns of subgroup relationships predominant in the larger society via both latent and manifest structuring of differential classroom experiences. (RM)

ED219399 TM820403

Anderson, Judith I.; Stonehill, Robert M.

Measuring the Effects of Compensatory Education--Searching for Convergence from National, State and Local Evaluations.

Pub Date Mar 82

Note-14p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement; *Compensatory Education; Elementary Secondary Education; *Evaluation Methods; Federal Programs; Program Effectiveness; *Program Evaluation

Identifiers-National Assessment of Educational Progress; Sustaining Effects Study; Title I Evaluation and Reporting System

The evaluation strategies and results for Title I programs were compared and contrasted. Two systems of evaluation to examine the nature and effectiveness of Elementary Secondary Education Act (ESEA) Title I programs nationwide were implemented. The first involved sponsoring national studies, including the Study of the Sustaining Effects of Compensatory Education and the National Assessment of Educational Progress (NAEP). The other strategy (the Title I Evaluation and Reporting System-TIERS) utilized a system of aggregating locally-implemented evaluations at the state and federal levels. It was implemented nationally in 1979-80. Information was collected through different means for each strategy. TIERS was universally implemented, while national studies sampled only a small portion of projects. TIERS permitted use of multiple instruments, but national studies generally adopted one specific test. The purpose of the evaluation strategies was to determine what types of compensatory education services were provided and to whom, and how effective services were at improving educational achievement. (DWH)

ED219444 TM820468

Alkin, Marvin C.; And Others

Title I Evaluation: Utility and Factors Influencing Use.

Educational Evaluation Associates, Los Angeles, Calif.

Spons Agency-Office of Program Evaluation (ED), Washington, DC.

Pub Date [82]

Note-193p.

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Elementary Secondary Education; Federal Programs; Information Utilization; *Program Evaluation; *School Districts; *State Departments of Education

Identifiers-Elementary Secondary Education Act Title I; *Evaluation Utilization; *Title I Evaluation and Reporting System

This study investigated the utility of Title I evaluation, and in particular, the Title I Evaluation and Reporting System (TIERS). To examine utility, instances of evaluation use in state (SEA) and local education agencies (LEA) were identified, and the factors associated with that use were studied. Title I evaluation was used by SEAs to: insure local compliance with state and federal requirements; assist in recognition of problems that required programmatic intervention at the local level; provide a basis for recommending solutions to those problems; and act as input to educational decisions under consideration at the state level. At the LEA level, Title I evaluation data were used by a variety of personnel--including school boards and other external agencies, district administrative staffs, school principals, and individual school personnel to: modify attitudes; recognize or identify problems; prompt administrative or organizational action; and induce curricular or instructional change. The factors most responsible for the use of evaluation information were: the reputation of the evaluator; the evaluator's commitment to evaluation use; the interest of decisionmakers and the community; the extent to which the evaluation focuses on local needs; the degree to which evaluation is presented in graphic, non-technical form; and the development of procedures that assist decisionmakers to use evaluation information. (Author/BW)

ED219037 HE015309

Myers, Michael M.

Fact Book on Higher Education in the South, 1981 and 1982.

Southern Regional Education Board, Atlanta, Ga.

Pub Date 82

Note-96p.

Available from-Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309 ($4.00).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Associate Degrees; Bachelors Degrees; Black Students; *Degrees (Academic); Doctoral Degrees; Doctoral Programs; Economic Climate; Engineering; *Enrollment Trends; Expenditures; Federal Aid; Females; Financial Support; Fiscal Capacity; Full Time Equivalency; Geographic Regions; Government School Relationship; Graduate Study; *Higher Education; Income; Males; Masters Degrees; Medical Schools; Minority Groups; National Norms; Population Trends; Private Colleges; Regional Characteristics; School Size; State Aid; State Colleges; Tax Allocation; Taxes; Teacher Salaries; Trend Analysis; Tuition; Two Year Colleges; Undergraduate Study

Identifiers-*Southern Regional Education Board; *United States (South)

Information about 14 southern states and the progress of their colleges and universities is presented and compared with national standards. The 1981 and 1982 profiles for Southern Regional Education Board (SREB) states pertain to population and economies, enrollment and institutions, degrees, institutional finances, student finances, and faculty. The information is presented in summary tables, more than 60 detailed statistical tables, and brief narrative descriptions. Selected new areas of consideration include: items from the 1980 U.S. Census, data on total enrollment in higher education for 1950-1980, new doctoral programs in public universities in the South, Hispanic enrollment, vocational education for young adults in higher education, total current funds revenues and expenditures, and degrees awarded in selected fields at all levels. Among the highlights are the following: about 31 percent of the U.S. population live in the southern region; per capita personal income in the SREB states was $9,511 in 1981; public colleges and universities in the South received slightly greater shares of state support, and less from tuition, than public institutions nationally; tuition accounted for 11 percent of the current funds revenues of public institutions in the SREB states in 1979-1980, a slight decline from 1977-1978; fall 1980 enrollment in higher education in the southern region totaled almost 3.2 million students, an increase of 3.7 percent over the previous year and 10.9 percent over 5 years ago; in 1980, approximately 84 percent of the college students in the South attended public institutions, compared to 78 percent nationally; and of the students in SREB states, about 35 percent attended 2-year colleges, and approximately 11 percent were in graduate programs. (SW)

ED219114 JC820371

Henderson, Leon N., Jr.

The Status of the Open Door: Florida's Community Colleges in the 1980s.

Florida Univ., Gainesville. Inst. of Higher Education.

Pub Date 82

Note-55p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Administrator Attitudes; *Attitude Change; *Community Colleges; Educational Opportunities; *Open Enrollment; Policy Formation; *Public Opinion; *Public Policy; Questionnaires; Statewide Planning; Two Year Colleges

Identifiers-*Florida

In 1982, a study was conducted to assess the open door philosophy operating in Florida's community colleges and changes in the policy from 1957 to 1981. Fourteen political and educational leaders were interviewed and asked to: (1) describe the original purposes of the open door philosophy and the factors behind its establishment; (2) assess the implementation of Florida's master plan; (3) evaluate initial support for the open door philosophy among policy makers and citizens; (4) identify social or economic changes and problems that had affected the policy; (5) identify stated and real reasons behind opposition to the philosophy in 1981; and (6) describe the open door philosophy of the 1980s. The respondents indicated that the policy was implemented to provide college-level education to a large number of state citizens, including high school graduates and those facing geographical and financial barriers. They felt the state's Master Plan of 1957 contributed most to the implementation of the policy and that support had lessened since then due mainly to social and economic changes. They indicated that though the policy was operating satisfactorily, except in the provision of counseling services, it would not continue to exist as it had in the 1970s. Additionally, they felt that since 1957 vocational preparation, basic skills, retraining, and college accountability had become more significant, while questions of access and program diversity and innovation had lost importance. Data and the questionnaire are appended. (HB)

ED219175 RC013474

Vardeman, Lou

Citizen Me: An Experiential Curriculum for Citizenship Education. Level: Kindergarten.

Harris County Dept. of Education, Houston, Tex.
Spons Agency-Texas Governor's Office, Austin. Criminal Justice Div.
Pub Date 79
Grant-JA-79-C03-5874
Note-90p.; For related documents, see RC 013 473-487.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Citizenship Education; *Citizenship Responsibility; *Critical Thinking; Curriculum Enrichment; Curriculum Guides; *Decision Making Skills; Discovery Learning; Experiential Learning; *Kindergarten; Primary Education; Safety Education; Short Stories; Social Responsibility; *Social Studies; *Units of Study

Integrating concepts of basic citizenship education with community involvement, this experiential curriculum provides a means for developing decision making and critical thinking skills within the existing social studies curriculum at the kindergarten level. Consisting of 11 lessons, the guide introduces the meaning of rules, truth, responsibility, sharing, citizenship, and respect for property. Using the characters and stories of "Sammy, the Good Citizen Bear," "Mary Had a Little Lamb," "The Little Red Hen," "Red Riding Hood," "The Lion and the Mouse," "The Shoemaker and the Elves," and "The Three Bears," the lessons teach students about: various school rules that need to be obeyed; the importance of safety rules, of sharing, and of asking permission before using the property of others; the need for rules; the need to share and accept responsibilities; their responsibility for keeping promises; the dangerous consequences that may occur when a dare is made and accepted; and some of the consequences of not telling the truth. Each lesson includes a purpose statement, concepts to be learned, time and materials needed, student objectives, suggested activities and patterns for making the necessary materials needed. A review lesson and a good citizen award certificate conclude the guide. (NQA)

ED219234 SE038269

Sparrow, Mary E.; And Others

Fishy Activities for Your Small Fry. A Unit Plan in Fish Biology for Grades Kindergarten through Sixth. Educational Series Number 28.

Virginia Inst. of Marine Science, Gloucester Point, Va.
Spons Agency-National Oceanic and Atmospheric Administration (DOC), Rockville, Md. National Sea Grant Program.
Pub Date [82]
Grant-NA-80AA-D-00021
Note-42p.
Available from-Sea Grant Marine Advisory Services, Marine Education Center, Virginia Institute of Marine Science, Gloucester Point, VA 23062 ($2.00).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Biological Sciences; Elementary Education; *Elementary School Science; Environmental Education; *Ichthyology; *Learning Activities; Marine Biology; *Science Activities; Science Curriculum; Science Education; Teaching Guides; Units of Study
Identifiers-*Marine Education

This unit in fish biology is suitable for kindergarten through sixth grade. Provided in the unit are: (1) behavioral objectives for grades K-3 and 4-6; (2) an overview of activities and instructional strategies; (3) background information on fishes; (4) diagrams of internal/external fish structure; (5) list of key vocabulary words; (6) discussion of skill building (observing and inferring); (7) 4 worksheets for grades 4-6; (8) description of 22 supplementary activities; (9) seek-and-find puzzle; (10) crossword puzzles (one for grades 2-3 and one for grades 4-6); (11) post-tests for grades 2-3 and 4-6; (12) sources and materials (student references and teacher references/references used in preparing this packet, including publications, audio-visual materials, aquarium equipment suppliers, marine life suppliers, and local resources such as seafood restaurants, local fishermen, and bait/tackle shops); and (13) answers to seek-and-find puzzle, crossword puzzles, and post-tests. (JN)

ED219315 SO014164

The Search for a New Economic Order. A Ford Foundation Report.

Ford Foundation, New York, N.Y.
Pub Date Feb 82
Note-44p.; Some heading captions may not reproduce clearly in microfiche.
Available from-Ford Foundation, 320 East 43 Street, New York, NY 10017 (free).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Developed Nations; *Developing Nations; *Economic Change; *Economic Development; Economic Factors; Economic Progress; *Economic Research; Employed Women; Financial Support; Grants; Industrialization; Inflation (Economics); International Relations; Monetary Systems; Program Descriptions; Research and Development Centers; Unemployment
Identifiers-*Ford Foundation

This report describes the main areas of economic research supported by the Ford Foundation in the 1970s, with an emphasis on the work in international economics. It is divided into five sections: the international economy, less-developed countries (LDCs) and the new economic order, the industrialized world and inflation, workers and wages, and research institutions. The new international monetary system, the growth of world trade, and the effects of increased oil prices are areas of funded research discussed in section 1. North-South economic relations, the debt problems of oil-importing developing countries, and the implications for the developed world of the growing industrialization of the less-developed regions are examples of funded research areas specified in section 2. In section 3, the economic problem of inflation is dealt with, including discussion of tax-based income policies (TIP) and a review of the funding by the Ford Foundation in this area. Funding for studies of women at work, minority youth unemployment, and unemployment in LDCs are delineated in section 4. The last section describes the Brookings Institution, the National Bureau of Economic Research, and other nongovernmental centers of economic research funded by the Ford Foundation. A list of Ford Foundation grants for economic research is included. (NE)

Tromp, Hylke, Ed.

UNESCO Yearbook on Peace and Conflict Studies 1980.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).
Report No-ISBN-0-313-22922-8; ISBN-92-3-101254-1
Pub Date 81
Note-311p.
Available from-United Nations Educational, Scientific and Cultural Organization, 7, Place de Fontenoy, 75700, Paris, France; Greenwood Press, 88 Post Road West, Westport, CT 06881 ($30.00).

Document Not Available from EDRS.

Descriptors-*Conflict Resolution; Disarmament; Higher Education; Information Retrieval; *Peace; Research Methodology; Secondary Education; Teaching Methods; War
Identifiers-Asia; France; India; Latin America; USSR; *World Order Studies

This yearbook will provide teachers and researchers interested in peace and conflict studies with practical information. There are three major sections. The first section deals with "Approaches to Teaching and Research." How the electronic revolution has transformed the identification of, location of, and access to information on peace and conflict studies is examined. Included is a discussion of search strategies, data bases, and sources of information. A list of descriptors for information processing in peace research is provided. Approaches to the study of war are presented. A literature review and bibliography on war are also included. Section two of the yearbook contains "Bibliographical Studies." A bibliographic survey of the United Nations on the relationship between disarmament and development is presented. The concluding section of the yearbook examines "Institutional Developments." The activities of the International Peace Research Association are described. Regional and national developments are examined. For example, there is a discussion of how Soviet organizations are dealing with the problems of peace, trends in peace and conflict research in France, and recent institutional developments in Latin America. (RM)

ED219356 SP020532

Pooley, John C.

The Contribution of Physical Education and Sport to the Quality of Life.

Pub Date Jul 81

Note-24p.; Paper presented at the World Congress of the International Council on Health, Physical Education and Recreation (24th, Manila, Philippines, July 22, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Athletic Coaches; *Athletics; Ethics; Global Approach; *Lifetime Sports; *Moral Values; Physical Education; Quality of Life; *Social Attitudes; Socialization; *Sportsmanship; Student Attitudes

Identifiers-Physical Education Teachers

Sport and physical education provide unique opportunities to contribute to the quality of life. Historically, they were enthusiastically used to develop high standards of ethical and moral behavior. Currently, however, cheating and violence have become standard, especially in North America, and are apparently accepted with mild criticism and only spasmodic counteraction by physical education and sport leaders. These leaders, with their influence on youth, are responsible for perpetuating unethical behaviors in sport, although sport mirrors the values of the wider society. The problems tend to be international in scope and are seen throughout athletic programs, from youth to Olympic levels. Sport is neither inherently good nor inherently bad; however, its image has become tarnished, and, unless a concerted effort is made to use it to contribute to positive lifestyles, sport, as an institution in society, will lose what credibility it has as a vehicle for socialization. (Author/JD)

Tanaka, J. S.

Converging Assessments of Unidimensionality.

California Univ., Los Angeles. Dept. of Psychology.
Spons Agency-Public Health Service (DHHS), Rockville, Md.
Pub Date 8 Dec 81
Grant-DA-01070
Note-22p.; Paper presented at the Annual Meeting of the Western Psychological Association (Los Angeles, CA, December 8, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Goodness of Fit; Mathematical Models; *Multidimensional Scaling; *Rating Scales; Research Methodology
Identifiers-*Guttman Scales; Latent Structure Analysis; Scalogram Analyses; *Unidimensional Scaling

Using Goodman's (1975) notion of quasi-independence as a method of obtaining goodness of fit measures for non-scalable types in a scalogram analysis, archival data sets were examined using available Guttman scaling techniques, recent developments in latent structure analysis, and multidimensional scaling procedures. The Stouffer-Toby (1951) data were reanalyzed using Cloggs' Maximum Likelihood Latent Structure Analysis (MLLSA) and data from Schuman (1970) were reanalyzed using the quasi-independence model. The analysis of data showed that it was possible to extract a two or even higher dimensional solution which can be loosely interpreted. The data failed to produce a coefficient of reproducibility although an alternate goodness of fit measure provided by the model of quasi-independence show these data to define a Guttman scale tolerably well. Results vary widely regarding the Guttman scale depending on what criterion is used to test the data. Given the resultant data discrepancy, it would be unwise to draw conclusions about the adequacy of a Guttman scale on the basis of a single test. Researchers are encouraged towards sequential testing of unidimensionality and convergence of the three methods if Guttman scaling is to remain a meaningful methodological tool. (Author/PN)

ED219465 UD022325

Harris, Kenneth A.; And Others

Profile of Detroit's High Schools: 1975-1981. A Monitoring Commission Report.

Detroit School District, United States District Court Monitoring Commission, Detroit, Mich.

Pub Date Apr 82
Note-552p.; Not available in paper copy due to reproduction quality of original document.
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement; Bilingual Education; Codes of Ethics; Community Involvement; Counseling Services; *Desegregation Effects; *Desegregation Plans; *Evaluation Criteria; High Schools; *Institutional Characteristics; *Program Effectiveness; Program Evaluation; Program Implementation; Reading Programs; School Activities; School Community Relationship; School Desegregation; Testing; Vocational Education
Identifiers-*Detroit Public Schools MI; *Monitoring

Summary profiles of Detroit, Michigan, public high schools for the period 1975-1981 are presented in this report which is based on the results of a criteria-based monitoring project to determine the success of court-ordered school desegregation programs in Detroit. Included in the report are: (1) a description of project organization, project implementation, assessment methodology, and assessment criteria; (2) summary findings of the status of implementation of such program components as bilingual education, counseling and career guidance, staff training, reading, school-community relations, student codes of conduct, testing, and vocational education; (3) profiles of individual high schools as shown in tables and graphs of student attendance, attrition, suspensions and exclusions, and academic achievement and assessment indices on the different program components; (4) an explanation of the assessment indicators; and (5) statistical data on which the assessments were based. (MJL)

ED219075 IR010301

Council on Library Resources, Inc. Twenty-Fifth Annual Report, 1981.
Council on Library Resources, Inc., Washington, D.C.
Pub Date 81
Note-70p.; For related document, see ED 202 460.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Annual Reports; Budgets; Databases; Financial Support; International Programs; Librarians; *Library Associations; Library Collections; *Library Cooperation; Library Materials; *Library Services; Library Standards; Preservation; Professional Education; Publications; Training
Identifiers-Bibliographic Services; Conversion of Serials Project; Sponsored Research

This report describes the activities of the Council on Library Resources, Inc. (CLR) during the 1980-1981 fiscal year. Contents include lists of members of the Council, the Council Board of Directors, and the Council staff; a preface; a brief statement of highlights of the year's activities; and sections devoted to activities in specific program areas, i.e., bibliographic services, library operations and services, library resources and their preservation, professional education and training, and international exchange and cooperation. A list of publications resulting from Council-supported programs and fellowships, a set of financial tables, a summary of CLR program guidelines, and an index complete the report. (Author/JL)

ED219214 RC013525

United Native Instruction To Youth. An Indian Studies Curriculum for Grades K-5 and 8-9.

Robeson County Compensatory Indian Education Project, Lumberton, N.C.
Spons Agency-Office of Education (DHEW), Washington, D.C. Office of Indian Education.
Pub Date 79
Grant-78-0358A
Note-185p.; Paper copy not available due to publisher's choice. Best copy available.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*American Indian Culture; *American Indian Education; *American Indian Studies; Community; Curriculum Guides; Elementary Secondary Education; *Family Life; Folk Culture; *Life Style; Resource Materials; Rural Population
Identifiers-*American Indian History; Lumbee (Tribe); *North Carolina (Robeson County); Superstition; Tribal Government; Tuscarora (Tribe)

Focusing on the heritage of the 14 predominantly Indian communities in Robeson County, North Carolina, the curriculum guide covers: Indian families (kindergarten); how the Indians lived (first grade); Indian customs, traditions, superstitions (second grade); North Carolina's Indian heritage (third grade); community and government (fourth and fifth grades); and Indians of North Carolina (eighth and ninth grades). The outline for each unit includes objectives, activities, and a unit evaluation. An evaluation answer key is provided. A 30-page curriculum resource guide includes listings of films, records, books, and tapes.

(BRR)

ED219005 HE015241

Greenwood, Robert; And Others

Higher Education and the Economy: A Survey of the Impacts on Pennsylvania's Economy of Its Colleges and Universities. Case Study Reports.

Pennsylvania Economy League, Inc., Harrisburg, State Div.

Spons Agency-Buhl Foundation, Pittsburgh, Pa.; Pennsylvania Association of Colleges and Universities, Harrisburg.; Pennsylvania Higher Education Assistance Agency, Harrisburg.; Pennsylvania State Board of Education, Harrisburg.

Pub Date Dec 81

Note-47p.; For related documents, see ED 212 204 and HE 015 242.

Available from-Pennsylvania Economy League, Inc., State Division, 105 North Front Street, Harrisburg, PA 17108.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Business; *Case Studies; Economic Climate; Economic Research; *Educational Economics; Educational Finance; Employment Opportunities; Expenditures; Geographic Regions; Government School Relationship; *Higher Education; Income; Institutional Characteristics; Investment; Money Management; Operating Expenses; *School Business Relationship; *School Community Relationship; School Funds; State Surveys

Identifiers-Allegheny College PA; California State College PA; Carnegie Mellon University PA; Clarion State College PA; Community College of Allegheny County PA; Edinboro State College PA; Gannon University PA; Juniata College PA; Lycoming College PA; *Pennsylvania; Temple University PA; Thomas Jefferson University PA; University of Pittsburgh PA; University of Scranton PA; Villanova University PA; Washington and Jefferson College PA

The economic impact of Pennsylvania colleges and universities on the community, region, and state and the immediate new economic return for public and private dollars were assessed. One study phase involved the collective impacts of all of the accredited 2- and 4-year degree-granting colleges and universities in Pennsylvania upon the total economy of the state, based on data from 99 higher education institutions. Colleges were also invited to volunteer to conduct individual studies of their community economic impacts. A brief summary is presented of the results of each of the 17 case study reports submitted by individual colleges and universities as of October 1971, along with a description of the suggested methodology and collective observations regarding case study results. For the institutional case studies, information is presented on demographic and economic characteristics, including population, income, employment, service area business activity, enrollment and degrees conferred, revenues, capital assets, expenditures, the institution as an employer/property owner/investor, and tax revenues received by the city and county from college-related sources. In addition, excerpts are presented from the report of the statewide higher education economic impacts, which is entitled "Higher Education: Its Economic Relationships." A diagram illustrates how revenues received by colleges are rechanneled back into the economy in the form of salaries to employees, taxes and fees to governments, and payments for goods and services purchased from businesses. Enterprises that are economic by-products of the college include facilities for housing and feeding students, health services and retail functions, research laboratories, and athletic activities. A case

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ED219021 HE015286

Lelong, Donald C.; Hinman, Martha M.

Implementation of Formal Planning; Strategies for the Large University. Monograph Series, 15.

Michigan State Univ., East Lansing. Center for the Study of Higher Education.

Spons Agency-Carnegie Corp. of New York, N.Y.

Pub Date Feb 82

Note-141p.

Available from-Center for the Study of Higher Education, School of Education, The University of Michigan, East and South University Avenues, Ann Arbor, MI 48109 ($6.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Case Studies; *College Administration; *College Planning; *Educational Assessment; Educational Objectives; Higher Education; *Long Range Planning; Program Development; *Program Evaluation; Questionnaires; Resource Allocation; School Size; State Universities

Identifiers-*University of Michigan Ann Arbor

A project at the University of Michigan, Ann Arbor, to develop more useful planning and evaluation procedures, to develop a theoretical framework for viewing alternative approaches to university planning, and to conduct case studies of planning and evaluation in several other large universities, is described. The University of Michigan Evaluation and Planning Project included all units reporting to the vice-president for academic affairs. Three project phases involved: articulation of each unit's objectives and their major operational implications, evaluation of operations in the light of these objectives, and delineation of directions and alternative courses of action. The project was designed to improve the processes by which the university evaluates its activities and programs, establishes priorities, and acquires and allocates its resources. In the first phase of the project, all units reporting to academic affairs were asked to respond to a 26-item questionnaire, which is appended. The questions were designed to elicit statements about major program goals for the next 5 years and changes that would be required to achieve them. Draft planning memoranda were prepared by staff and covered the same areas as the questionnaires: instructional programs, students, staff, research, interunit relations, facilities and support staff, and budget. These documents were intended to serve as a record of decisions regarding future plans for the schools, a 3-year framework for further planning, a plan of action for evaluation, and an information base for college planning. Additional project activities included the Priority Fund Program and a new budget cycle. Problems of implementing the project and conclusions from the Michigan experience as well as from five universities studied by Poulton (1980) are considered. (SW)

ED219054 HE015332

Wildavsky, Aaron

On the Uses of Adversity in Higher Education. ASHE Annual Meeting 1982 Paper.

Pub Date Mar 82

Note-26p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 2-3, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Change Strategies; Cost Effectiveness; Economic Factors; Educational Finance; *Financial Problems; Higher Education; Learning Theories; Medical Schools; *Professional Education; Program Costs; *Retrenchment; *Schools of Education; Student Evaluation; Teacher Administrator Relationship; Trend Analysis

Identifiers-*ASHE Annual Meeting

Ways that colleges and universities might respond to a period of fiscal problems are addressed. It is suggested that larger trends must be examined to understand the present situation that bureaucracy and expertise are on the defensive, and that major integrated institutions--churches, parties, unions--are in decline. It is shown that there is now an opportunity to improve relationships between the college administration and faculty: financial problems may promote the formation of joint faculty administrative units and restructuring of administrator-faculty relationships. A possible solution to the problem of too expensive medical schools might be to act while fiscal stringency is severe to change the programs that could be discontinued or reduced. Professional schools could also benefit from policy analysis; they are very effective, but are also very costly. That is, the schools have high status in the universities and with employers, but the price per pupil is comparatively high. The problem is that across the spectrum of professional schools many of them are not good enough to be in universities, and they do not provide good enough professional training to serve external clientele. It is claimed that schools of criminology, welfare, and education are in trouble. An option is for the university to establish a general school of advanced and applied social sciences. It is recommended that schools of education be restructured as centers of learning about learning and that they should be more involved in measuring learning in various courses. (SW)

ED219096 JC820197

Kintzer, Frederick C.

A Case for the College Handbook in an Era of Collective Bargaining.

Pub Date May 82
Note-18p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Collective Bargaining; *College Faculty; Community Colleges; Contracts; *Faculty Handbooks; *Information Sources; *Negotiation Agreements; Personnel Policy; School Publications; State Surveys; Two Year Colleges
Identifiers-*California; Certified Staff; Classified Staff

With the growth of collective bargaining in California community colleges, the collective bargaining agreement has begun to replace faculty handbooks and college policy manuals as the statement of management/employee relations, work conditions, and benefits. This has led many to conclude that the college handbook is outmoded and inconsequential and should be eliminated. College handbooks can, however, have a continued role as information and rule supplements and as educational complements to collective agreements, stressing institutional purposes, curriculum construction, staff development, and other areas central to maintaining quality programs and services. A review of certified and classified employee handbooks and contracts received from 56 California community colleges with bargaining agreements revealed the following: (1) 17 of 36 certified employee handbooks made reference to collective bargaining agreements, with all 17 containing statements on the authenticity of the agreement and disclaimers about the informal status of non-contract information; (2) only 5 of 18 classified staff handbooks made reference to contractual agreements; (3) a similar disassociation from agreements was noted in 24 part-time faculty handbooks; and (4) certain sections were standard in the certified contracts studied (e.g., the association rights, benefits, compensation, and grievance procedures), though significant differences were found in relation to management rights clauses. College handbooks can have continued relevance if they are adapted to the new era of collective bargaining and supplement and complement the contract. (HB)

ED219134 PS012946

Montepare, Joann M.; McArthur, Leslie Z.

The Development of Age-Discrimination Ability and Stereotyping of the Elderly.

Pub Date Apr 82

Note-16p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 15-18, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age Differences; *Individual Characteristics; *Labeling (of Persons); *Older Adults; *Perception; *Preschool Children; Visual Stimuli

Identifiers-Facial Features

It has traditionally been assumed that children's ability to label individuals as older precedes their tendency to associate particular behavioral competencies with individuals who vary in age. To systematically test this assumption, 64 preschool children were presented with 9 pairs of stimulus faces reflecting different ages. The children were asked to make relative age-level and trait judgments in response to a story narrated by the experimenter involving a child's attempt to retrieve a kite caught in a tree. Children were asked to identify which individual in each stimulus pair they felt was (1) smart enough to figure out a way to get the kite down, (2) too weak to climb the tree and retrieve the kite, (3) too mean to help get the kite, and (4) the "boss" who had said not to fly the kite near the tree. Results indicated that the ability to label individuals as older improved with age but was not a necessary prerequisite for associating particular behavioral characteristics with individuals of varying ages. Findings were discussed in terms of the influence of linguistic abilities on labelling ability, children's abilities to use certain physiognomic cues as sources of age-level information, and the potential for certain age-related facial characteristics to elicit particular impressions of behavioral capacities. (Author/RH)

ED219194 RC013495

Hill, L. Brooks; Lujan, Philip

Symbolicity Among Native Americans.

Pub Date Apr 82

Note-19p.; Paper presented at the Southern Speech Communication Association Convention (Hot Springs, AR, April 8, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-American Indian Culture; *American Indians; Cultural Awareness; *Cultural Images; *Ethnic Stereotypes; Racial Identification; *Self Concept; *Symbolism; Values

Identifiers-*Nativistic Movement; *Symbolicity

Within the framework of "symbolicity" and "nativistic movement" the paper presents a "reasonably balanced and illustrative" examination of selected negative and positive trends in Native American symbolicity.

Symbolicity is defined as the state, condition, and tendency of people to organize their perceptions and experience into symbols and symbol systems, while nativistic movement refers to the process and efforts by which an ethnic group returns to a more glorious time in their prior history and retrieves a symbol for contemporary use. Illustrations of negative trends examined are: (1) shallow symbolism (selection and use of symbols which have lost their realistic sustaining power, such as the Sun Dance); (2) externally imposed stereotypes (overculture has simply stereotyped all tribes); (3) exclusionary use of symbols (use of symbolism to validate claims that "I'm more Indian than you are"); and (4) shifts in meaning of certain symbols (i.e. the warrior image). Illustrations of positive trends provided are: (1) increased awareness of tribal and Indian identity; (2) improved sense of community among Indian people; (3) diminution of either-or syndrome for Indian people (dilemma of choosing Indianness or assimilation into the overculture); and (4) spread of Native American values to the overculture. (ERB)

ED219256 SE038758

Greenstone, Sid; Smith, Murray
Astronomy.
Manitoba Dept. of Education, Winnipeg.
Pub Date Feb 81
Note-101p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Astronomy; Foreign Countries; Resource Materials; *Science Activities; Science Curriculum; Science Education; Science Instruction; Secondary Education; *Secondary School Science; Teaching Guides; Units of Study
Identifiers-*Constellations; *Manitoba

Selected materials needed to teach an astronomy unit as well as suggested procedures, activities, ideas, and astronomy fact sheets published by the Manitoba Planetarium are provided. Subjects of the fact sheets include: publications and classroom picture sets available from the National Aeronautics and Space Administration and facts and statistics about the sun, moon, inner planets, outer planets, satellites of the solar system, planetary conjunction of 1981, meteors and meteor showers, comets, the Milky Way, quasars and pulsars, unidentified flying objects (UFO's), and activities of the Manitoba Planetarium. Instructions are provided for making constellation slides and constellation cans, with suggested student activities. Charts of constellations which may be duplicated or used to prepare overhead transparencies are also provided. Additional activities focus on earth rotation/revolution, planets and zodiac, cosmic calendar, survival on the moon, scale diagrams of the solar system, constellation positions, ellipses, planetary orbits, color/temperature relationship of stars, distance measuring devices, and angle measurements. Astronomy books and audio-visual materials available from the Manitoba Education Library and 16-mm films available from the School Film Services are included. (JN)

ED219276 SE038783

Lessons from an Energy Curriculum for the Senior High Grades. Unit VIII - Energy Measurement. Energy Education Curriculum Project.

Indiana State Dept. of Commerce, Indianapolis. Energy Group.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.
Spons Agency-Department of Energy, Washington, D.C.
Pub Date Apr 82
Grant-DE-F645-76CS-60038
Note-34p.; For related documents, see SE 038 775-784.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Building Design; *Conservation Education; Energy; *Energy Conservation; Environmental Education; High Schools; Interdisciplinary Approach; *Learning Activities; *Physical Sciences; Science Activities; Science Curriculum; Science Education; *Secondary School Curriculum; Teaching Guides; Units of Study

Identifiers-*Energy Education; Indiana; Thermostats

Energy education units (consisting of a general teacher's guide and nine units containing a wide variety of energy lessons, resources, learning aids, and bibliography) were developed for the Indiana Energy Education Program from existing energy education materials. The units were designed to serve as an entire curriculum, resource document, supplementary materials, or as a laboratory manual of "hands-on" activities which could be infused into existing grades 9-12 curricula. Unit VIII, focusing on energy measurement, consists of an introduction (rationale, unit objectives, general background information), three lessons, bibliography, and teacher evaluation form. Each lesson includes lesson title, objectives, background information, activities, evaluation techniques, and resources. Titles of lessons are: (1) The Bimetallic Robot; (2) Make Room(s) for Energy; and (3) A Do-It-Yourself Home Insulation Test. Students design, construct, and test their own thermostats in the first lesson, design and draw a house using energy conserving and energy conscious approaches in the second lesson, and complete an insulation audit in the third lesson. (Author/JN)

ED219296 SO014033

Thompson, Mark E.
Specialized Meaninglessness: A Source of Truth in the Technical Age.
Pub Date 82
Note-18p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Higher Education; *Research Utilization; *Social Science Research; *Social Sciences; Specialization; *Technological Advancement

This essay discusses how technical processes can deceive us and how college educators and social scientists must be especially sensitive to the dangers of technology when conducting research and proposing applications from research. As technology and bureaucratic controls have grown, so too have the demands for specialized knowledge in many areas. A particular technique or knowledge becomes quite meaningful for people within academic disciplines or specialized work environments. While technique attempts to bring efficiency to all matters, it also brings a specialized meaninglessness. With serious, sometimes threatening tones, educators and workers attempt to puff themselves up with the rhetoric of their activities. For example, when humans create technical forms of work to support other technical operations, they usually adopt a supporting language to bolster their existence and inflate their status. Psychologists have created such a language for themselves. Often times, a self-destructive process of isolation sets in. Another problem of concern to educators brought on by this specialized meaninglessness is "what does our research data mean and how should we use it?" For example, it is now possible to read about two or more economic theories based on sophisticated data tabulations which explain with great self-confidence that the national economy will be going respectively in two or more directions. Who is right? There are two major areas of concern here: contrived manipulation and the inability to get and understand all available data. Researchers are always dangerously close to a specialized meaninglessness because they can never have command of all possible situations or circumstances. (RM)

ED219379 SP020579

Collins, Mary Lynn; And Others

Teacher Candidate Selection and Evaluation.

Association of Teacher Educators, Reston, Va.; Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Pub Date Aug 81

Note-7p.; In: Quality Assurance in Teacher Education. Proceedings of the Summer Workshop of the Association of Teacher Educators (East Lansing, MI, August 2-5, 1981).

Available from-Not available separately; see SP 020 578.

Document Not Available from EDRS.

Descriptors-*Academic Standards; *Admission Criteria; Grading; Higher Education; Legal Responsibility; Preservice Teacher Education; Schools of Education; Screening Tests; *Selective Admission; Small Colleges; Student Characteristics; Student Evaluation; Student Recruitment; *Teacher Certification; *Teacher Education Programs

Summaries are presented of three papers presented at a summer workshop on Quality Assurance in Teacher Education conducted by the Association of Teacher Educators. The general topic covered by these presentations was teacher candidate selection and evaluation. Papers focused upon the following questions: (1) What entry level criteria should be used for acceptance into teacher education programs? (2) What levels of competence should a teacher candidate demonstrate to remain in a teacher education program? (3) What are the legal implications of screening and selection procedures? (4) What criteria should be used when denying certification at the end of student teaching? (5) What are the consequences of tougher standards in teacher education programs? (6) How do grades in teacher education compare with those in other areas of academic work? and (7) What are the legal implications of "saying it like it is" when writing narratives or recommendations for future teachers? (JD)

ED219400 TM820406

Haladyna, Thomas

Validity of Classroom Climate Measures as a Function of the Unit of Analysis and Sample.

Pub Date Mar 82

Note-17p.; A paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, March 20-22, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Affective Measures; *Classroom Environment; Classroom Research; *Factor Structure; Measures (Individuals); *Models; Secondary Education; Student Attitudes; Student Motivation; Teacher Effectiveness; *Test Validity

Identifiers-*Classroom Environment Scale (Trickett and Moos); Criterion Variables; *Learning Environment Inventory; Unit of Analysis Problems

The evidence for the construct validity of classroom climate measures was examined within a theoretical model where several affective measures served as criterion variables. The patterns of social-psychological and management-organization structural dimensions differed when the unit of analysis varied from the individual to the class. The structural dimensions were also shown to vary as a function of mathematics, science and social studies subjects, but not as a function of the seventh and ninth grade levels. Factor analyses of 15 classroom variables were made for each subject and each analysis unit in five rotations, and were correlated to the outcome variables of student attitude toward the subject matter and teacher quality. Guidelines are offered for validation studies where the unit of analysis may vary and the interpretability of the psychometric measures are discussed. (Author/CM)

ED219076 IR010302

Wheeler, Helen Rippier

ERIC and Equity: Using ERIC Products for Information and Publications Affirming Gender Equity.

Pub Date 82

Note-23p.; Best copy available, marginally legible.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Databases; Indexes; *Information Seeking; *Search Strategies; *Sex Fairness; Thesauri

Identifiers-*ERIC

This guide to the Educational Resources Information Center system provides descriptions of ERIC products--i.e., the two indexes, Resources in Education (RIE) and Current Index to Journals in Education (CIJE), and the Thesaurus of ERIC Descriptors--and illustrates their use with examples based on gender equity. Practice exercises using ERIC tools and related publications are provided, and the answers to and discussion of these problems conclude the report. (RAA)

ED219156 PS012976

Health, United States, 1981. [Sixth Annual Report].

National Center for Health Services Research (DHHS/PHS), Hyattsville, Md.; National Center for Health Statistics (DHHS/PHS), Hyattsville, MD.

Report No-DHHS-PHS-82-1232

Pub Date Dec 81

Note-269p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock Number 017-022-00773-8, $8.50).

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Academic Achievement; Birth Rate; Dental Health; Diabetes; *Expenditures; Fringe Benefits; *Health; *Health Personnel; *Health Services; Hospitals; *National Norms; Nursing Homes; Older Adults; Position Papers; Rural Areas; Tables (Data)

Identifiers-Ambulatory Health Care; Birth Weight; Health Maintenance Organizations; Health Resources Utilization; *Health Status; Medical Facilities; Mortality Rates; Population Information; Research and Development

This document provides the sixth annual report on the health status of the citizens of the United States. Submitted by the Secretary of Health and Human Services to the President and Congress in compliance with Section 308 of the Public Health Services Act, the report presents statistics concerning recent trends in the health care sector along with detailed discussions of selected current health issues. The report is divided into two parts: the first consists of several analytic articles on selected topics in the health field, such as trends and variations in birth weight, mortality among the elderly, prevalence and management of diabetes, educational differentials in health practices, growth of health maintenance organizations, use of dental services, and employment-related health insurance. Emphasizing age-adjusted data, the second part consists of 79 detailed statistical tables organized around four major subject areas: health status and determinants, utilization of health resources, health care resources, and health care expenditures. A guide to these detailed tables is included, and descriptions of the data sources plus a glossary of terms are appended. (RH)

ED219357 SP020540

Browning, Ruth A.

Analyze the Role of a Teacher. Module. A Pre-Student Teaching Field Experience for Pre-Service Teachers.

Indiana Univ. of Pennsylvania.

Pub Date 79

Note-57p.

Available from-Indiana University of Pennsylvania, Home Economics Education Department, 113 Ackerman Hall, Indiana, PA 15705 ($3.50).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Career Planning; Classroom Observation Techniques; Cooperating Teachers; Education Work Relationship; *Field Experience Programs; Higher Education; Learning Activities; Preservice Teacher Education; *Programed Instruction; Student Teacher Relationship; *Student Teachers; *Student Teaching; Teacher Responsibility; *Teacher Role

This module is designed to aid preservice teachers in their first student teaching experience. The module is composed of five learning experiences which enable participants to assess their feelings toward teaching by focusing on three module components: (1) getting to know the students; (2) analyzing the role and activities of a teacher; and (3) assisting a classroom teacher. Student teachers can proceed at their own rate and evaluate their progress at each step. The first learning experience prepares the student teacher to enter the school site as an observer and suggests questions and self-help techniques. The second, third, and fourth learning activities can be done together because they involve classroom practices: (1) observing classroom environment and student characteristics; (2) identifying the role of the teacher; and (3) assisting the teacher through suggested activities. Self-evaluation forms are provided. In the fifth learning experience, the student teacher analyzes and evaluates the mini-teaching performance in terms of individual attitudes, desire, and potential to become a teacher. Forms are provided for reactions of the student teacher, cooperating teacher, and university supervisor. (FG)

ED219445 TM820469

Sanford, Julie P.; Evertson, Carolyn M.

Time Use and Activities in Junior High Classes.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No-RDCTE-RDR-6114

Pub Date Apr 82

Contract No-OB-NIE-G-80-0116

Note-34p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement; *Class Activities; Classroom Research; English Instruction; *Junior High Schools; Mathematics Instruction; Student Behavior; Student Evaluation of Teacher Performance; *Time; *Time on Task

Time use in different activities in junior high school is described, and relationships between class time use and student achievement, behavior and attitude are examined. A total of 102 English and mathematics classes were observed for about 9 hours each. Data included descriptive narratives, time logs, student engagement ratings and observer ratings of student and teacher behavior. Results showed that there is much variation in the way individual junior high school teachers use class time, within a limited number of activity structures. Significant relationships were found between time use and class achievement and attitude in mathematics classes, but not in English classes. (Author/BW)

ED219466 UD022337

Rogers, David

School Decentralization in New York City.

Educational Priorities Panel, New York, N.Y.; New York Interface Development Project, Inc., NY.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Jul 81

Grant-NIE-G-79-0016

Note-455p.; For related document see ED 157 953.

EDRS Price - MF01/PC19 Plus Postage.

Descriptors-Academic Achievement; Administrator Characteristics; Board Administrator Relationship; Case Studies; Citizen Participation; *Community Control; Curriculum Development; *Decentralization; *Educational Administration; *Educational Improvement; Elementary Secondary Education; Minority Groups; Political Influences; Power Structure; School Community Relationship; *School Districts; Social Influences; State Legislation; *Superintendents; Teacher Administrator Relationship; Whites

Identifiers-*New York City Board of Education

This report describes the New York City public school system's experiences with decentralization since 1970. The report includes an introductory chapter explaining the conditions that led to the adoption of decentralization; analytical case studies of eight New York City decentralized school districts; and two concluding chapters on findings and implications. The case studies describe the context of decentralization in each district; relationships between school boards and superintendents and between district offices and schools, professional staff, and the community; emergent management styles, and the effects of decentralization on student performance, attendance, and later academic attainment. It is suggested that the New York City experience does not provide an extensive test of decentralization because of legal ambiguities and inadequate implementation. Nevertheless, it is concluded that even with limited decentralization, significant improvements are evident. Among the findings of the study are: 1) student performance improved in many poor, minority districts; 2) the number of curriculum innovations, staff training programs, and programs to link schools and communities increased markedly; 3) more positive changes occurred in districts where superintendents had greater authority and office staffs were more stable; 4) effective superintendents' management styles varied; and 5) decentralization did not enhance parent participation. The report presents a model outlining the elements of district effectiveness, and concludes by identifying some unresolved problems in decentralizing districts. (Author/MJL)

ED219485 UD022472

Ascher, Carol

Compact Guides to Information on Urban and Minority Education. Volume III.

Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.; ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Jul 82
Contract No-400-77-0071
Note-15p.; For related documents see ED 209 407 and ED 212 742. Contains ERIC/CUE Fact Sheets Numbers 9 thru 13.
Available from-ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (no charge).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement; *Bilingual Education; Bilingual Education Programs; *Counseling; Counselor Characteristics; Court Litigation; Desegregation Effects; Elementary Secondary Education; *Equal Education; Ethnic Discrimination; Federal Legislation; *High Risk Students; *Hispanic Americans; Limited English Speaking; Mainstreaming; Minority Groups; Multicultural Education; Program Effectiveness; *School Desegregation; Special Education; Student Characteristics; Student Placement; Teaching Methods
Identifiers-*Bilingual Education Act 1968; Education for All Handicapped Children Act

Summaries of current research on aspects of urban and minority education are compiled in these fact sheets. The first report provides guidelines for counseling in a multicultural educational setting, and outlines what counselors should know about and what they can do for students of culturally different backgrounds. The second report, which examines desegregation as an equal educational opportunity strategy for Hispanics, presents a picture of poor Hispanic achievement under present schooling conditions, enumerates the disadvantages of segregated schooling for Hispanics, and presents some favorable outcomes of desegregation for Hispanic students. A third report explores issues related to the provision of bilingual education under Title VII of the Elementary and Secondary Education Act, discusses characteristics of bilingual education programs, and describes the effects of these programs on students. The fourth report focuses on the characteristics of high risk secondary school students, discusses skill areas that they need to develop, and examines instructional methods that have proven effective with such students. The final report examines the problems of misplacing minority students in special education classes and explores alternatives in testing and assessment to eliminate biases that have sent disproportionate numbers of minorities into such classes. (Author/MJL)

ED219038 HE015311

Jones, Virginia

Evaluating Institutional Effectiveness: Planning for the Future. A Report of an Evaluation Study at Nazareth College.

Nazareth Coll., MI.

Spons Agency-Kellogg Foundation, Battle Creek, Mich.

Pub Date Oct 81

Note-40p.; For related documents see HE 015 290-291.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Aptitude; *Alumni; College Curriculum; College Freshmen; College Seniors; *College Students; Communication Skills; *General Education; Higher Education; *Outcomes of Education; Problem Solving; *Student Attitudes; *Student Evaluation; Testing; Values

Identifiers-*Nazareth College MI

The general education component of the curriculum (McGrail Plan) at Nazareth College, Michigan, was evaluated in preparation for a North Central Self-Study. Twenty-five 1980 freshmen and 93 of the 1981 seniors who had completed 4 years of study at the college were administered the American College Testing (ACT) program Objective Test and Activity Inventory of the College Outcomes Measurement Project. The information from these instruments provided specific measures of student performance on the following six education outcomes, which closely parallel those specified by the college: communicating, solving problems, clarifying values, functioning within social institutions, using science and technology, using the arts. Nazareth student scores were compared with normative data derived from 130 other colleges and universities. To determine how students and alumni feel about the McGrail Plan and the overall educational program, the ACT Education Services Survey Student Opinion Survey and Alumni Survey Instruments were used. The Student Opinion Survey was completed by 55 sophomores and 70 juniors in 1981. Among the findings are the following: Nazareth freshmen are average in their entering level abilities in the general education outcomes measures; Nazareth seniors were somewhat lower in entrance-level ability than the senior norm group; in all areas except communicating and solving problems, Nazareth seniors compared favorably to the senior reference group; and significant growth in general education occurs between freshmen and seniors and greatest gains occur in solving problems, clarifying values, and using the arts. Alumni were found to have a positive subjective evaluation of the growth they experienced.

ED219115 JC820372

Carter, Edith H., Ed.

Community College Journal for Research and Planning, Volume 2, Number 1.

American Association of Community and Junior Colleges, Washington, D.C. National Council for Research and Planning.

Pub Date 82

Note-67p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Community Colleges; Enrollment; *Institutional Research; Long Range Planning; Microcomputers; Multicampus Districts; Program Evaluation; Science Education; Two Year Colleges; *Two Year College Students

Designed as a forum for research and discussion of issues relevant to community college researchers and planners, this journal issue begins with Kathryne Baratta-Wilders' discussion of the role of institutional research in the community college and her suggestions of ways for improving its status within an institution. Next, C. Nelson Grote presents a case study of a long-range planning process undertaken at Schoolcraft College in Michigan. Grote outlines the process's preparation, six-phase model, and progress in implementation, and offers a critique of aspects of the planning process. Then, R. Gregory Litaker examines the microcomputer as a resource for the institutional researcher. He presents a brief history of the evolution of the microcomputer, considers its use in institutional research, and includes a comparison of the most popular brands currently on the market. Next, Jack Friedlander presents the results of a study of science education in the Los Angeles Community College District conducted to assess students' proficiency in basic skills, course completion rates, course presentation methods, and the proportion of remedial science courses offered. Friedlander also offers recommendations for increasing student success. Following five book reviews and a brief overview of enrollment figures from the American Association of Community and Junior Colleges, Jim Palmer cites ERIC documents dealing with program evaluation in the two-year college. (HB)

ED219176 RC013475

Loftin, Richard

Yo Ciudadano: Un Curriculo de Experiencias para Educacion Civica. Nivel: Uno (Citizen Me: An Experiential Curriculum for Citizenship Education. Level: One).

Harris County Dept. of Education, Houston, Tex.

Spons Agency-Texas Governor's Office, Austin. Criminal Justice Div.

Pub Date 81

Grant-JA-79-C03-5874

Note-78p.; For related documents, see RC 013 473-487. Translated by Pablo Guerra.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Bilingual Instructional Materials; *Citizenship Education; *Citizenship Responsibility; Critical Thinking; Curriculum Enrichment; Curriculum Guides; *Decision Making Skills; Experiential Learning; *Grade 1; Primary Education; Safety Education; Short Stories; Social Responsibility; *Social Studies; *Units of Study

Identifiers-Citizen Me Project TX

Integrating concepts of basic citizenship education with community involvement, this experiential curriculum, written in Spanish, provides a means for developing decision making and critical thinking skills within the existing social studies curriculum in grade 1. Using short stories, field trips, and class discussions, the 11 lessons on responsibilities, rules, sharing, and litter prevention are titled Quiero Un Perrito, Nuestras Responsabilidades, La Cadena, Un Cuento de Brujas, Compartiendo, El Cono de Nieve, Reglas Escolares, El Cuidado de los Libros, Una Visita a la Biblioteca, La Basura, and Equipo de los Estudiantes Contra la Basura. Purposes of the lessons are to (1) suggest ways to demonstrate responsibilities, reasons for rules, and rules made by families; (2) identify various responsibilities and rules, individuals' responsibilities to obey rules, litter as a problem of society, and actions students can take to help stop litter at school; (3) examine individual responsiblities for sharing and various actions that must be taken in order to obey a rule; (4) resolve a dilemma involving sharing; and (5) review rules for proper book care. Each lesson includes a purpose statement, concepts to be learned, time and materials needed, student objectives, suggested activities, and black and white illustrations and patterns for transparencies. (NQA)

ED219215 RC013528

Eckert, Mark S.

A Comparison of Needs Among Town Dwelling and Rural Elderly in South-Central Oklahoma 1980.

Pub Date 25 Apr 82

Note-20p.; Paper presented at the Annual Meeting of the American Geographers Association, (San Antonio, TX, April 25-28, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bias; Delivery Systems; Demography; Education; Employment; Health; Housing; Income; Measurement Techniques; *Needs Assessment; Nutrition; *Older Adults; Questionnaires; *Rural Population; *Social Services; Transportation; *Urban Population

Identifiers-Oklahoma

A 1980 sample of 271 elderly (133 rural, 138 urban) in 3 south-central Oklahoma counties (Coal, Murray, and Pontotoc) was surveyed to see if: an economical tool could be devised to assess program effectiveness; professionals providing services to the elderly were influenced by, and influenced the opinions of, recipients in urban areas due to their relatively easy access and familiarity; and perceived needs of rural elderly were different from their urban counterparts. More rural elderly owned their own homes, most members of both groups had at least one hot meal per day, more rural elderly claimed health problems limited their activities, about three-fifths of each sample worried about income (most were on fixed incomes), rural respondents were better educated and had more active educational interests, more rural respondents had full employment, more rural elderly drove, and both groups felt a need to obtain legal advice. The assessment tool could be implemented for about $1,800. The basic prioritized need of each group differed largely by ranking and not category, thus not clearly supporting the hypothesis that service providers and recipients in urban areas biased program definition and service delivery. Basic difference between urban and rural elderly could not be verified. (BRR)

ED219235 SE038286

de Leeuw, L.

Teaching Problem Solving; the Effect of Algorithmic and Heuristic Problem Solving Training in Relation to Task Complexity and Relevant Aptitudes.

Free Univ., Amsterdam (Netherlands).

Pub Date [82]

Note-16p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Aptitude Treatment Interaction; Educational Research; *Elementary School Mathematics; *Grade 5; *Grade 6; Instruction; Intermediate Grades; Learning Theories; Mathematics Instruction; *Problem Solving; *Teaching Methods

Identifiers-Heuristics; *Mathematics Education Research

Sixty-four fifth and sixth-grade pupils were taught number series extrapolation by either an algorithm, fully prescribed problem-solving method or a heuristic, less prescribed method. The trained problems were within categories of two degrees of complexity. There were 16 subjects in each cell of the 2 by 2 design used. Aptitude Treatment Interaction (ATI) was an object of the research, with short- and long-term instructional effects investigated. Training was given by computer-assisted instruction. Results revealed an over-all superiority of the algorithm programs for both training levels. An ATI was shown between Numerical Ability and the treatment factor only for the less complex problem category. A reverse relation holds for Negative Fear of Failure and treatment, significant in only the more complex problem category. Results of testing done some days after the training session showed opposite overall effects. No ATI's were found here. Further, Field Dependency appeared to be a good predictor of the susceptibility for set fixedness to the trained problem-solving method. (MP)

ED219316 SO014171

Mische, Patricia, Ed.; And Others
Land and World Order.
Global Education Associates, East Orange, N.J.
Pub Date 82
Note-65p.
Available from-Global Education Associates, 552 Park Avenue, East Orange, NJ 07017 ($3.50).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Futures (of Society); *Global Approach; Land Settlement; *Land Use; Population Growth; Quality of Life
Identifiers-World Order

The papers in this publication discuss the land and how what happens to the land affects us. The publication is one in a series of monographs that examine the linkages between local and global concerns and explore alternative world futures. Examples of topics discussed in the papers follow. The paper "Land and World Order" examines implications of the population crisis on land, deforestation, and the need for unprecedented global cooperation. The paper "Land and the National Security Straitjacket" discusses how national security logic, undertaken originally in defense of the land, has now become so abstracted from its origins that it functions as an end in itself and often at the expense of the land. Another paper examines land ownership in various countries and shows how it affects the quality of life. Recommendations on organic farming are presented by one author. Other topics discussed include the need for planetary management, the vanishing heritage of agriculture, and the innovative concept called the Community Land Trust, which is a means for holding land by the community for the common good. (RM)

ED219424 TM820438

Perlman, Carole L.

Critical Factors in Applying the Value-Added Model: A Monte Carlo Study.

Pub Date Mar 82
Note-39p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Achievement Gains; *Age Differences; Early Childhood Education; Evaluation Methods; *Mathematical Models; Measures (Individuals); Performance Factors; *Predictive Validity; Predictor Variables; *Pretests Posttests; Program Evaluation; Reliability; *Statistical Analysis
Identifiers-Monte Carlo Methods; *Value Added Model

The value-added model is presented as a method of assessing the impact of treatments in pretest-posttest quasi-experimental designs. The model yields a projection of treatment group performance at posttest time with no special treatment. The difference between the expected result and the actual outcome is "the value added," a measure of treatment effect. No-comparison-group design cases were investigated, and problems and procedures associated with linear and non-linear growth models are discussed. Ages, pretest scores and posttest scores with known means and covariances were generated, and expected growth was calculated from the age and pretest score. The estimated value-added was compared with the actual value-added, and the power of the significance test for the treatment effect was observed. An adequately-specified growth function, sufficient sample size and a reliable, valid test, well-correlated with age and free from ceiling and floor effects, provided an effective model when the measured variable was a function of age or time. Since the model allows for flexibility in the pretest-posttest interval, and does not always require a control group, it was found particularly suitable for early childhood program evaluation. (Author/CM)

ED219055 HE015333

Zammuto, Raymond F.

Organizational Correlates of Decline: Some Preliminary Analyses. ASHE Annual Meeting 1982 Paper.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Mar 82

Contract No-400-80-0109

Note-37p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 2-3, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrative Policy; *College Administration; College Programs; Comparative Analysis; Declining Enrollment; *Enrollment Trends; Financial Support; *Higher Education; *Organizational Theories; Predictor Variables; Private Colleges; *Resource Allocation; *Retrenchment; State Colleges; Trend Analysis

Identifiers-*ASHE Annual Meeting

The roles of organizational slack, flexibility, and variety are considered with respect to the incidence of growth, stability, and decline in college and university enrollments and revenues from 1975 to 1979. Slack refers to the resources possessed by an organization beyond those needed for the most efficient possible level of operation. Flexibility focuses on the ability of an organization to redirect the use of resources in the short-run, and variety refers to the degree of institutional diversity in programs and revenue sources. Using data from the Higher Education General Information Survey (HEGIS) for 2,713 schools, the schools were classified according to whether their enrollments and revenues had grown, remained stable, or declined from 1975 to 1979. Differences among these groups on nine variables representing levels of slack, flexibility, and variety in 1975-1976 were examined using multivariate analysis of variance. Public and private institutions were examined separately. Stable institutions exhibited higher levels of variety in programs and revenue sources than did growing or declining institutions. Institutions with declining enrollments had lower levels of slack resources than did growing or stable institutions, while institutions with declining revenues had higher education of slack resources than did growing or stable institutions. For private schools the level of slack resources decreased as the severity of enrollment and revenue decline encountered in later years increased. Similarly, the level of programmatic and revenue source variety decreased as the severity of enrollment and revenue decline encountered increased. The results are examined within the context of the population ecology and innovation literature from the organization sciences. (Author/SW)

ED219077 IR010303

Mason, Thomas R.; And Others

Facilities Program Plan for the Libraries of the University of Missouri-Columbia.

Missouri Univ., Columbia. Office of Institutional Research.

Pub Date Dec 81

Note-153p.; Prepared by a team of consultants--Sasaki Associates, Inc., Mackey & Associates, MIRA Incorporated and Louis E. Martin.

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Capital Outlay (for Fixed Assets); College Libraries; *Facility Planning; *Facility Requirements; Formative Evaluation; *Library Facilities; Library Planning; *Long Range Planning; Master Plans; *Prediction; Tables (Data)

Identifiers-University of Missouri Columbia

The product of a combined consultant approach to library evaluation, this report provides an intensive, detailed evaluation of current library conditions, comparison with national norms and peer university libraries, and projections of alternative options for collection growth, user facilities, and staff development translated into building facilities requirements over the next 20 years. The team, composed of a planning and design firm, a program planning and information research firm, architectural planners, and a university library consultant, provides a series of general findings followed by a comparison with 27 other university libraries for planning perspective. Projections to 20 years are made and converted to assignable floor space for users, staff, and services. A final chapter deals with a capital staging plan to finance new construction and renovation. Appendices provide nine tables on the evaluation of current conditions, seven on comparisons with Association of Research Libraries peers, and 19 of projections for University of Missouri-Columbia libraries; floor plans of existing libraries; and a campus map showing existing and potential libraries. More than 30 references are listed. (RAA)

ED219097 JC820282

Averill, Lloyd J.

Learning to Be Human: A Vision for the Liberal Arts.

Pub Date [81]

Note-324p.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Curriculum; *Core Curriculum; *Curriculum Development; Educational Objectives; Faculty Development; *General Education; *Humanistic Education; Humanities; Postsecondary Education; Self Actualization; *Values Education; *Vocational Education

In light of the pressures of historical circumstances and with a commitment to educational integrity, this work seeks to reconceive the mission of the liberal arts and sciences. Chapter I defines the key criteria of humanism and holism and offers a critique of current liberal education in terms of curriculum coherency and intellectual and personal engagement. Chapter II examines the influence exerted on liberal education by current graduation requirements and delineates a process for reforming these requirements that would respond to the issues of living humanly in a humane society. Stressing the need for common learning and the shortcomings of distribution requirements, Chapter III proposes nine graduation requirements that would integrate core and specialized learning. Chapter IV looks at the intellectual and educational justifications for "moral seriousness" in the curriculum and suggests ways to achieve this goal. Career preparation is discussed in chapter V from a humanistic perspective, and suggestions for integrating liberal and professional education are provided. Chapter VI considers approaches to humanistic teaching and strategies for working with today's students, while chapter VII offers suggestions for creating an institutional climate for change and for faculty and administrative renewal. Appendices include a series of statements about liberal education drawn from the literature. (KL)

ED219135 PS012947

Military Child Care Programs: Progress Made, More Needed. Report to the Secretary of Defense.

General Accounting Office, Washington, D.C.
Report No-GAO/FPCD-82-30
Pub Date 1 Jun 82
Note-30p.
Available from-U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20760 (First five copies free of charge).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Armed Forces; Construction Needs; *Day Care; Early Childhood Education; Facility Guidelines; *Facility Improvement; Fees; *Needs Assessment; *Program Development; *Standards
Identifiers-Department Of Defense

In response to the House and Senate Armed Services and Appropriations Committees' need for information on the condition of child care facilities, construction requirements, program operation, and methods for controlling costs, the General Accounting Office (GAO) has reviewed child care programs provided for military personnel. Although the services have expressed a commitment to provide quality care and have taken action to upgrade some facilities and develop program regulations, the GAO finds that many child care centers currently in use are neither safe nor suitable. The majority of centers in the Army and Navy, and 20 percent of those in the Air Force, need upgrading. Minimum day care standards for all units within the jurisdiction of the Department of Defense have not been formulated, but are needed to control important program elements, including total group size, caregiver/child ratios, educational activities, staff training, and food services. The GAO recommends that the Secretary of Defense take several specific actions to insure that the services provide quality child care programs. (RH)

ED219195 RC013496

Irizarry, Ruddie A.; And Others

Native American Education Program, Title IV Part A, Indian Education Act, 1980-1981. Final Evaluation Report, Project 5001-42-14201.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date [81]

Grant-N00800886

Note-47p.; For related document see, ED 202 636

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*After School Programs; *American Indian Education; Community Services; Counseling; *Cultural Education; *Educational Objectives; Elementary Secondary Education; Needs Assessment; Parent Participation; Program Evaluation; *Resource Centers; Staff Development; *Urban American Indians

Identifiers-New York (New York); *Support Services Program

The Native American Education Program, designed to provide after-school instruction and supportive services, served approximately 350 Native American students attending New York City public schools in 1980-1981. Program goals submitted for the year were: to increase academic achievement capabilities of Native American students; to continue to provide a center for the correction and cataloging of Indian resources; to enhance the effectiveness of the program by making the target population aware of information related to educational opportunities; and to improve the skills of the staff and Parents' Committee members by means of training programs. Objectives met included: over $1,000 was spent on books and learning kits pertaining to Native Americans for the Library/Resource Center, with the present collection containing approximately 900 volumes about Native Americans;

3-week mini-courses in Native American history and culture classes in traditional crafts and dances were conducted, presentations were given to classes at various schools throughout the city, and individualized assistance with research projects on Native American subjects were provided; 80 home visits and 93 school visits by school/neighborhood workers were made to establish contact with students at their schools, acquainting students, teachers, and parents with the program. Appendices include forms used to administer the program. (ERB)

Greenstone, Sid; Smith, Murray
Junior High Astronomy.
Manitoba Dept. of Education, Winnipeg.
Pub Date Feb 81
Note-151p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Astronomy; Foreign Countries; Junior High Schools; Resource Materials; *Science Activities; Science Curriculum; Science Education; Science Instruction; Secondary Education; *Secondary School Science; Teaching Guides; Units of Study
Identifiers-*Constellations; *Manitoba

Selected materials needed to teach an astronomy unit as well as suggested procedures, activities, ideas, and astronomy fact sheets published by the Manitoba Planetarium are provided. Subjects of the fact sheets include: publications and classroom picture sets available from the National Aeronautics and Space Administration and facts and statistics about the sun, moon, inner planets, outer planets, satellites of the solar system, planetary conjunction of 1981, meteors and meteor showers, comets, the Milky Way, quasars and pulsars, unidentified flying objects (UFO's), and activities of the Manitoba Planetarium. Instructions are provided for making constellation slides and constellation cans, with suggested student activities. Charts of constellations which may be duplicated or used to prepare overhead transparencies are also provided. Additional activities focus on constellation positions, earth rotation/revolution, planets and the zodiac, cosmic calendar, survival on the moon, scale diagrams of the solar system, ellipses, planetary orbits, reading from a metric ruler, what happens to a spinning ball, color/temperature relationship of stars, distance measuring devices, and astrolabes. Word search activities, astronomy books and audio-visual materials available from the Manitoba Education Library and 16-mm films available from the School Film Services, and information for observing astronomical phenomena ("Sky Watch") are included. (JN)

ED219277 SE038784

Lessons from an Energy Curriculum for the Senior High Grades. Unit IX - Energy Conservation and the Law. Energy Education Curriculum Project.

Indiana State Dept. of Commerce, Indianapolis. Energy Group.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.

Spons Agency-Department of Energy, Washington, D.C.

Pub Date Jan 82

Grant-DE-F645-76CS-60038

Note-29p.; For related documents, see SE 038 775-783.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Conservation Education; Energy; *Energy Conservation; Environmental Education; High Schools; Interdisciplinary Approach; *Laws; *Learning Activities; *Legislation; Science Activities; Science Curriculum; Science Education; *Secondary School Curriculum; Teaching Guides; Units of Study

Identifiers-*Energy Education; Indiana

Energy education units (consisting of a general teacher's guide and nine units containing a wide variety of energy lessons, resources, learning aids, and bibliography) were developed for the Indiana Energy Education Program from existing energy education materials. The units were designed to serve as an entire curriculum, resource document, supplementary materials, or as a laboratory manual of "hands-on" activities which could be infused into existing grades 9-12 curricula. Unit IX, focusing on energy conservation and the law, consists of an introduction (rationale, unit objectives, and general background information), two lessons, bibliography, and teacher evaluation form. Both lessons include titles, objectives, background information,

activities, evaluation techniques, and resources. In the first lesson (How a Bill Becomes Law) students identify major factors influencing passage and/or modifications of legislation, demonstrate an understanding of the lawmaking process, and evaluate a law as an example of a good law. In the second lesson (Does the 55 MPH Speed Limit Save Lives?) students develop competency in gathering data and testing a hypothesis. (Author/JN)

ED219297 SO014040

Burger, Henry G.

"Mesogeny" (Milieu-Mediated Maturation) Versus Endogeny: A Crucial Underemphasis in Piaget's "Internally-Caused" Phases.

Pub Date 82

Note-40p.; For related document, see SO 014 041.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adolescent Development; *Child Development; Cultural Influences; *Developmental Stages; Environmental Influences; *Epistemology; *Intellectual Development

Identifiers-Piaget (Jean); Piagetian Stages; *Piagetian Theory

The author credits Piaget for giving an operational definition of deduction and for his descriptions of child behavior. But he states that the latter apply only to white, middle-class urban youths in Switzerland in the first half of the 20th century and cannot support Piaget's claims about invariant stages of intellectual development for all youths in all cultures. The author characterizes Piaget's 50 books and 160 articles as overlapping and contradictory, still obscure despite a vast flood of supportive literature by others. Piaget's theory of development is described as static, unscientific, and internally inconsistent, comparable to the medieval theory of phlogiston. While Burger states that the theory is mainly definitional and therefore mostly untestable, he alludes to 29 propositions derived from Piaget which have been contradicted by 150 field reports from over three dozen cultures. He attributes the continuing popularity of Piaget's theory to the current fascination with childhood and science and to an intellectual vacuum that exists for explaining learning. The alternative to Piaget proposed but not elaborated is a cultural theory of learning that admits a wide diversity in patterns or sequences of intellectual development in different cultures. This is variously referred to as cultural anthropology, cognitive anthropology, and mesogeny, the latter a coined term indicating a relationship between biological inheritance and environment, between nature and nurture, that resembles Darwinian evolution. (IM)

ED219336 SO014214

Alexander, Marianne

Report of a Legislative Internship Program of the Women's Caucus of the Maryland Legislature.

Rutgers, The State Univ., New Brunswick, N.J. Center for the American Woman and Politics.

Spons Agency-Ms. Foundation for Women, Inc., New York, N.Y.

Pub Date 78

Note-55p.; Best copy available.

Available from-Center for the American Woman and Politics, Eagleton Institute of Politics, Rutgers University, New Brunswick, NJ 08901 ($2.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Feminism; Higher Education; *Internship Programs; *Politics; Program Descriptions; Program Evaluation; Research Projects; *State Legislation

This report describes a pilot project of college student internships for the Women's Caucus of the Maryland Legislature. The idea for the project was developed by Maryland's 21 women state legislators and was implemented during their 1977 legislative session. Sponsored by the Center for the American Woman and Politics under a grant from the Ms. Foundation, the project sought to give students an opportunity to serve in staff positions and to undertake research on legislative issues affecting women. It also provided the Women's Caucus with staff assistance to strengthen its leadership role within state government and to intensify its efforts to sponsor and support legislation benefitting women throughout the state. There are four major sections to the report. The first section describes the evolution of the Women's Caucus of the Maryland Legislature. Section 2 describes the operation of the internship program. The third section examines the women's legislative issues that the interns researched. The internship program is evaluated in the fourth section. The program was successful primarily in assisting the Caucus in tracking women's legislation. Included in the appendices are a description of the bills introduced as a result of the program, a directory of women members of the Maryland General Assembly, and the evaluation questionnaire. (RM)

ED219380 SP020580

Griswold, Kenneth E.; And Others

Preservice Teacher Education Content, Organization and Field Experiences.

Association of Teacher Educators, Reston, Va.; Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Pub Date Aug 81

Note-22p.; In: Quality Assurance in Teacher Education. Proceedings of the Summer Workshop of the Association of Teacher Educators (East Lansing, MI, August 2-5, 1981).

Available from-Not available separately; see SP 020 578.

Document Not Available from EDRS.

Descriptors-Accreditation (Institutions); Affiliated Schools; *College School Cooperation; Cooperating Teachers; *Field Experience Programs; Higher Education; Peer Relationship; *Preservice Teacher Education; *Program Evaluation; Student Teacher Ratio; *Student Teacher Supervisors; Teacher Educators; Teaching Experience; Teaching Methods

Eleven papers presented at the 1981 summer workshop of the Association of Teacher Educators are summarized. The topics addressed were preservice teacher education content, organization, and field experiences. The papers focused on: (1) What does research in teacher education say about the frequency of visitations and nature of contact by university supervisors? (2) Which group of teacher educators should be coordinating student teaching? (3) What is the appropriate number of student teachers for a full faculty load? (4) What should be the minimum training and background for university supervisors? (5) How can part-time supervisors interface effectively with full-time faculty? (6) What is the most effective way of developing expertise in specific areas of teacher education? (7) How can faculty members develop a model of structured field experiences with effective supervision? (8) What does research say about the impact of field experiences upon the future success of teacher candidates? (9) What criteria should be used when selecting schools and teachers for placement purposes? and (10) In what ways can university supervisors provide inservice to cooperating teachers? (JD)

ED219401 TM820407

McConahay, Mary; Ferrett, Robert T.

A Twelve-Year Follow-Up Study of the Relationship Between Academic Achievement and the Results of a Screening Battery Administered at School Entry.

Pub Date Mar 82

Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement; Birth Order; *Educational Attainment; Educational Testing; Elementary Secondary Education; Family Influence; *Followup Studies; Identification; Multiple Regression Analysis; *Performance Factors; *Predictor Variables; Screening Tests; Sex Differences; Student Evaluation

Identifiers-Mid Primary Screening Battery

Performance on the Mid-Primary Screening Battery (MPS) at the time of school-entry was found to be related to a student's eventual level of academic success in high school. Other related variables identified in a multiple regression analysis include the years of education of the father, the sex of the student, the years participating in the Mentally Gifted Minors Program, family integrity and birth order. Students' grade point average and rank in class as high school students were compared to their MPS classification as either educationally vulnerable, average, capable/vulnerable or capable. Students who had been identified as capable were found to demonstrate a higher composite of academic achievement than students in the other categories. (Author/CM)

ED219446 TM820471

Wood, Carolyn M.

The Role of Standardized Achievement Tests in the Management of Instruction: A Survey of Teacher and Administrator Practices and Attitudes.

Pub Date [82]
Note—21p.
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Attitudes; Administrators; Elementary Education; Elementary School Teachers; *Information Utilization; School Counselors; *Standardized Tests; *Teacher Attitudes; Teacher Education; Test Results; *Test Use

Attitudes related to standardized achievement and ability tests were examined among a group of elementary and middle school teachers and administrators whose students are tested annually to fulfill a statewide accountability law. Teachers' survey responses indicated general support for testing and for the use of test results for diagnosing school- and system-wide instructional strengths and weaknesses, for demonstrating school accountability (along with other indicators), and for assisting in the establishment of homogeneous instructional groups. Test results were viewed, however, as less important than teacher observations and teacher-made tests as tools for instructional decisions. Teachers were more likely to cite specific uses of test results, however, if they perceived administrators in their building as using the results. Administrators and counselors expressed somewhat more confidence than teachers in the usefulness of standardized tests for specific instructional purposes. Teachers' experience and information about testing were found to be largely unrelated to their test use practices and attitudes. (Author)

ED219022 HE015287

Pellino, Glenn R.; And Others

Planning and Evaluating Professional Growth Programs for Faculty. Monograph Series, 14.

Michigan State Univ., East Lansing. Center for the Study of Higher Education.
Spons Agency-Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
Pub Date Jul 81
Grant-G007804603
Note-98p.

Available from-Center for the Study of Higher Education, School of Education, The University of Michigan, East and South University Avenues, Ann Arbor, MI 48109 ($5.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Case Studies; Decision Making; Educational Objectives; *Evaluation Methods; *Faculty Development; Higher Education; *Program Development; Program Effectiveness; *Program Evaluation; Questionnaires; Research Methodology; Teacher Attitudes; Test Reliability; Test Validity
Identifiers-Earlham College IN; Gordon College MA; Illinois State University; Saint Marys Junior College MN; Syracuse University NY; University of Rhode Island

Based on the evaluation of 24 faculty development programs in the United States and other scholarly activities, the benefits of systematic planning and evaluation of faculty development programs are considered. In addition, a set of field tested instruments for planning and evaluation and case studies of institutional programs are presented, and the faculty development movement and the literature on faculty are reviewed. Principles that may be helpful in effective planning of professional growth programs are as follows: decision-making requires reliable information; planning programs for people demands flexibility; good planning entails broad participation; evaluation and feedback are essential elements of the planning process; planning should be comprehensive; and planning must be coordinated, organized, and sustained. A planning and evaluation model is diagrammed that encompasses problem identification and solution, tasks, outcomes, and areas of focus. Attention is directed to the reliability and validity of the six instruments that were employed to assess faculty, administrators, and program goals and practices. Two other instruments, a demographic sheet and goal inventory, were also used, and all the instruments are appended. Information is also presented concerning how faculty evaluated the professional development programs on their campuses and what the evaluation team felt were model programs uncovered in the study. The following model programs are described: The University of Rhode Island, Syracuse University, Gordon College, Earlham College, St. Mary's Junior College, and Illinois State University. (SW)

ED219157 PS012977

Riley, Mary Tom, Ed.; Flores, Alf[illegible]
The Texas Head Start Metro Mode[illegible]
Texas Tech Univ., Lubbock. Inst. for Child and Family Studies.
Spons Agency-Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Pub Date 82
Grant-H-9912
Note-106p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Administrative Organization; *Individual Needs; *Information Systems; *Networks; Parent Participation; *Personnel Evaluation; Preschool Education; *Program Administration; Program Descriptions; Technical Assistance
Identifiers-*Audits; *Project Head Start

The Texas Metro Network (TMN) is an informal group of Head Start Directors and Executive Directors organized for the purposes of improving the delivery of training and technical assistance and for assisting communication between large scale Head Start programs in the metropolitan areas of Texas. In pursuit of these aims, each member unit of the TMN selected an area of program management that it performed well and wrote a paper describing that area of program management. The papers describing the model program activities are provided in this handbook. The first paper describes the TMN in terms of differences and similarities among members and between metro and smaller, rural programs. Subsequent papers provide models for (1) an employee evaluation system, (2) program development for children with multiple handicaps, (3) networking within an information and referral system, (4) financial auditing, (5) administrative reorganization of out-of-compliance programs delegated to agencies, (6) managing information flow, and (7) parent participation. Cost and training factors associated with implementation were taken into consideration when model management areas were selected. In addition, models chosen were congruent with Head Start standards. (RH)

ED219317 SO014176

Thompson, Patricia J.

A Model of the Textbook in the Ecology of Education.

Pub Date 19 Mar 82
Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cultural Influences; Elementary Secondary Education; Higher Education; Interdisciplinary Approach; *Models; Social Influences; Systems Approach; *Textbook Research

This paper presents a model and conceptual framework for textbook research. The model will help scholars from a variety of disciplines approach textbook research from a common theoretical grounding and later compare and synthesize their findings using agreed-upon categories and a shared vocabulary. The author first describes two rudimentary models for textbook research developed by Cronbach in 1955 and by Tudor in 1978. She then presents her own systems approach to textbook study. The model is based on an ecological paradigm. It positions the textbook within the educational suprasystem of the socio-cultural metasystem. The textbook is viewed in relation to five subsystems of the educational system: the educational delivery system, the family system, the government system, the knowledge production system, and the knowledge distribution system. The textbook shares in the history of ideas, the history of education, the technology of printing, research and theory on the teaching-learning process, the sociology of knowledge, and the commerce of publishing. In use, the textbook enters the classroom subsystem of the educational delivery system. There texts generate or fail to generate processes that shape minds, attitudes, and ideas. Textbooks-in-use produce both intended and unintended outcomes. From the perspective of the systems model, such feedback may be viewed as a function of ecological fit. (RM)

ED219358 SP020542

Barta, Sheryl; Andersen, Tom

Multicultural Nonsexist Education. Physical Education in Iowa Schools.

Iowa State Dept. of Public Instruction, Des Moines. Educational Equity Section.

Pub Date 82

Note-23p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cultural Pluralism; *Curriculum Development; *Curriculum Evaluation; *Educational Objectives; Elementary Secondary Education; Instructional Materials; *Multicultural Education; Nondiscriminatory Education; *Physical Education; School Districts; *Sex Fairness; State Curriculum Guides; State Standards; Teaching Methods

Identifiers-*Iowa

This pamphlet is intended to aid Iowa school district curriculum committees in developing and implementing the physical education component of their school district's multicultural nonsexist educational plan. Definitions of terms used in the pamphlet are given. The rationale and philosophy underlying the elementary and secondary curricula design are discussed with reference to physical education. The legal authority for bias free, nondiscriminatory education is cited from sections of the Iowa Code and Iowa School Standards. A statement is presented of four goals and suggested objectives that should be integrated into a multicultural nonsexist physical education program. A checklist for school administrators presents questions that may be used as guidelines for evaluating existing physical education curricula in the areas of structure, content, materials and resources, and teaching strategies. A bibliography of 30 resources and a list of organizations which provide information on multicultural nonsexist physical education programs are included. (JD)

ED219006 HE015242

Higher Education and the Economy: Methods and Approaches for the Conduct of an Economic Impact Study.

Pennsylvania Economy League, Inc., Harrisburg, State Div.
Spons Agency-Buhl Foundation, Pittsburgh, Pa.; Pennsylvania Association of Colleges and Universities, Harrisburg.; Pennsylvania Higher Education Assistance Agency, Harrisburg.; Pennsylvania State Board of Education, Harrisburg.
Pub Date Apr 82
Note-40p.; For related documents, see ED 212 204 and HE 015 241.
Available from-Pennsylvania Association of Colleges and Universities, 800 North Third Street, Harrisburg, PA 17102.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Business; Economic Climate; Economic Research; *Educational Economics; Educational Finance; Employment Opportunities; Expenditures; Geographic Regions; Government School Relationship; *Higher Education; Income; Information Sources; Institutional Characteristics; Investment; Money Management; Operating Expenses; Questionnaires; *Research Methodology; *School Business Relationship; *School Community Relationship; School Funds; State Surveys
Identifiers-*Economic Impact Studies; *Pennsylvania

Methodologies and recommendations for conducting economic impact studies that can be used for single-institution and multi-institution studies are presented. Much of the information and sample questionnaires are drawn from the Pennsylvania Higher Education Economic Impact study, which investigated the collective economic impact in Pennsylvania of its degree-granting colleges and universities on Pennsylvania's economy. Factual data were compiled measuring current annual contributions by colleges to the community, regional, and statewide economies for fiscal year 1979-1980. Information was based on 99 questionnaire responses from 2- and 4-year Pennsylvania colleges and from case studies from 17 institutions regarding the economic impacts on the colleges' communities. Background information on economic relationships of higher education is considered, including state and regional impacts, relationships with government, direct services to business, and returns on educational investment. To conduct an economic impact study, it is necessary to clearly define the scope in terms of the territorial boundaries of the economic area, the institutions or groups of institutions to be included, the time period, methodology for data collection, and questions to be addressed. An outline of research steps, including procedures for compiling and analyzing the data and suggested sources of data, is presented for single institution study or multiple institution study. Specific concerns include impacts of current expenditures for goods and services and impacts of saving, investing, borrowing, and asset ownership. Appended materials include questionnaires, a suggested study report outline, and a bibliography. (SW)

ED219116 JC820374

Dallas, Susan, Ed.
What Are Interdisciplinary Studies? CSCC Bulletin, Issue 2.

Center for the Study of Community Colleges, Los Angeles, Calif.
Pub Date 82
Note-6p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Curriculum; Community Colleges; Curriculum Design; Curriculum Development; *Humanities Instruction; *Interdisciplinary Approach; Multicampus Districts; Social Sciences; Teaching Methods; Thematic Approach; Two Year Colleges

Interdisciplinary studies are examined in this paper with respect to common teaching modes, advantages and disadvantages, courses integrating humanities instruction into occupational programs, and specific programs operating at six urban multi-campus community college districts. After an introduction to the rationale behind interdisciplinary instruction, the four most commonly used teaching modes are described: (1) team teaching by several instructors from different disciplines; (2) instruction by one teacher covering a panorama of several disciplines; (3) instruction by two teachers, each from a different discipline; and (4) thematic instruction. Examples are provided of each approach. After citing problems commonly encountered in team teaching and possible ways for overcoming them, the paper lists advantages of the interdisciplinary approach. Next, examples are provided of courses that integrate humanities instruction with occupational programs. Finally, the paper offers brief descriptions of interdisciplinary activities at colleges in six community college districts: Miami-Dade Community College, the City Colleges of Chicago, the Los Angeles Community College District, the Dallas County Community College District, the St. Louis Community College District, and the Maricopa County Community College District. (KL)

ED219136 PS012948

Podell, Lawrence

On-Campus Child Care at Independent Colleges and Universities in New York State.

Commission on Independent Colleges and Universities of the State of New York, New York.

Spons Agency-Ford Foundation, New York, N.Y.

Pub Date May 82

Note-44p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Ancillary School Services; *Day Care Centers; Early Childhood Education; Financial Support; Interviews; *Private Colleges; Program Descriptions; Surveys

Identifiers-*New York

The experiences of a variety of independent colleges and universities in New York State in providing different kinds of on-campus child care are described in this report. Findings were gathered from a survey and several interviews of academic institutions in order to assess various options in child care arrangements. The report consists of three main sections. First, off-campus and on-campus child care facilities are described, and main sources of revenue for child care centers are indicated. Second, results of a survey of the 108 member institutions of the Commission on Independent Colleges and Universities are reported, and data on 16 child care facilities affiliated with the 14 independent institutions offering on-campus care are summarized in 2 tables. Third, in order to provide additional information useful to institutions considering the establishment of a child care service, interviews were conducted with directors of 14 of the 16 on-campus child care facilities. The interview schedule included queries on space and facilities, costs and funding sources, regulatory and inspection agencies, and staffing. Findings of the interviews are reported in brief case studies. (RH)

ED219177 RC013476

Loftin, Richard

Citizen Me: An Experiential Curriculum for Citizenship Education. Level: One.

Harris County Dept. of Education, Houston, Tex.
Spons Agency-Texas Governor's Office, Austin. Criminal Justice Div.
Pub Date 79
Grant-JA-79-C03-5874
Note-80p.; For related documents, see RC 013 473-487.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Citizenship Education; *Citizenship Responsibility; Community Involvement; Critical Thinking; Curriculum Enrichment; Curriculum Guides; *Decision Making Skills; Experiential Learning; *Grade 1; Primary Education; Safety Education; Social Responsibility; *Social Studies; *Units of Study
Identifiers-Citizen Me Project TX

Integrating concepts of basic citizenship education with community involvement, this experiential curriculum provides a means for developing decision making and critical thinking skills within the existing social studies curriculum in grade 1. Using short stories, field trips, and class discussions, the 11 lessons on responsibilities, rules, sharing, and litter prevention are titled I Want a Puppy, Our Responsibilities, The Leash, A Witch Story, Sharing, The Ice Cream Cone, School Rules, Book Care, A Visit to the Library, Litter, and Students Against Litter Team. The lessons aim to (1) suggest ways to demonstrate responsibilities, reasons for rules, and rules made by families; (2) identify various responsibilities and rules, individuals' responsibilities to obey rules, litter as a problem of society, and actions students can take to help stop litter at school; (3) examine individual responsibilities for sharing and various actions that must be taken in order to obey a rule; (4) resolve a dilemma involving sharing; and (5) review rules for proper book care. Each lesson includes a purpose statement, concepts to be learned, time and materials needed, student objectives, suggested activities, and black and white illustrations and patterns for transparencies. (NQA)

ED219216 RC013539

Cleland, Charles L., Ed.

Development in the Rural South, 1950-1970. County Case Studies from Eight States. Southern Cooperative Series Bulletin No. 273.

Tennessee Univ., Knoxville. Agricultural Experiment Station.

Spons Agency-Cooperative State Research Service (DOA), Washington, D.C.

Pub Date Jan 82

Note-99p.; This paper contribes to the USDA Cooperative State Research Service Southern Regional Project S-120, Social Organization for Development of Low Income Counties.

Available from-Agricultural Experiment Station, University of Tennessee, Knoxville, TN 37996-4500 (while supply lasts).

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Academic Achievement; Citizen Participation; *Community Attitudes; *Decision Making; Demography; Economic Factors; Employment Level; Geography; History; Income; Industry; Leadership; *Local Government; *Quality of Life; Rural Areas; *Rural Development; Topography; Trend Analysis

Identifiers-Alabama; Arkansas; *Counties; Florida; Georgia; Louisiana; North Carolina; South Carolina; Tennessee; *United States (South)

The first part of this report contains a case study from each of the eight southern states participating in a late 1970s project which focused primarily on the organization of rural counties for making decisions that affect the well-being of county residents. In the second section, the study counties (identified as low income in 1950) are placed in two groups to facilitate comparison of whether there appears to be a consistent set of circumstances responsible for movement of counties out of the lowest quintile based on per capita income. The "Case Study Commentary" makes it clear that there have been very substantial changes in the counties--they have generally shared in the national trend away from employment in agriculture, they have shared in the very substantial increase in income even though they still trail national averages substantially, formal education has improved markedly, and jobs held require higher skill levels. The "Commentary" indicates that while much of what has happened in the study counties has been due to accidents of history and geography over which the present population has little control, in each of the counties there is clear evidence that some of the developments are the result of local initiative. (BRR)

ED219236 SE038287

Jensen, R. S.

First Symposium on Aviation Psychology. Proceedings of the Symposium on Aviation Psychology (Columbus, Ohio, April 21 and 22, 1981).

Ohio State Univ., Columbus. Aviation Psychology Lab.

Spons Agency-Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.; National Aeronautics and Space Administration, Mountain View, Calif. Ames Research Center.

Report No-APL-TR-1-81

Pub Date Apr 81

Note-419p.; Also sponsored by the Association of Aviation Psychologists.

EDRS Price - MF01/PC17 Plus Postage.

Descriptors-*Aerospace Education; *Aircraft Pilots; Aviation Technology; *Flight Training; Higher Education; *Human Factors Engineering; *Performance Factors; *Psychology; Visual Perception

Identifiers-*Aviation Psychology

This volume contains five complete manuscripts and two abstracts presented, and three papers submitted but not presented, at this symposium on aviation psychology. The objective of the symposium was to critically examine the impact of high technology on the role, responsibility, authority, and performance of human operators in modern aircraft and air traffic control systems. Papers are grouped by the following subject area categories: 1) cockpit monitoring concepts; 2) cockpit information systems; 3) pilot judgment; 4) vision and visual perception; 5) crew workload, coordination, and complement; 6) pilot selection; 7) pilot training; and 8) performance assessment. (Author/JN)

ED219258

SE038760

Lulashnyk, Lorne; Boonov, Janet

Safety in Science. Curriculum Support Series.

Manitoba Dept. of Education, Winnipeg.
Pub Date 82
Note-123p.
EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Accident Prevention; *Biology; *Chemistry; Foreign Countries; Laboratory Procedures; *Laboratory Safety; *Physics; Science Activities; Science Education; Science Experiments; Science Instruction; Secondary Education; *Secondary School Science
Identifiers-Manitoba

Since the major causes of accidents are carelessness and a negative or apathetic attitude towards safety, this guide was developed to facilitate safe, stimulating science laboratory activities by providing both general and specific safety information presented in 12 sections. Subject areas considered in these sections include: 1) administrator/teacher/student responsibilities for laboratory safety and legal liability for laboratory accidents (includes extensive guidelines and safety audit checklists); 2) fire; 3) safety equipment and systems; 4) precautions for handling glassware; 5) compressed air, gases, and aerosols; 6) cryogenics (extreme cold); 7) model rocketry and balloons; 8) home chemistry sets; 9) science fairs; 10) chemistry, focusing on handling and storage of chemicals; 11) physics, focusing on the safe use of electrical equipment, radioactive materials, non-ionizing radiation, and lasers; and 12) biology, focusing on microbiological techniques, use of animals, experiments, and poisonous plants, including a list of plants, toxic part(s), and symptoms. A bibliography, list of supplementary resources (films and charts), and three appendices (first aid, wind chill factor, and thunderstorm hazards) are also provided. (JN)

ED219402 TM820412

Frary, Robert B.

A Comparison Among Person-Fit Measures.

Pub Date Mar 82

Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association and the National Council on Measurement in Education (New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Higher Education; *Multiple Choice Tests; Predictive Validity; *Reliability; *Statistical Analysis; Statistical Studies; *Testing Problems

Identifiers-*Person Fit Measures

Person-fit is the extent to which an examinee's response pattern on a multiple choice test is consistent with his ability as estimated by total score. Three measures of person-fit were computed for students taking classroom tests under twelve different instructors at a comprehensive university. Supplementary questions on each test inquired concerning students' health and extent of preparation at the time of testing. It had been conjectured these might be related to person-fit. Internal consistency reliability estimates were computed for the person-fit measures. Stability of these measures over time was evaluated for two sequences of tests over two groups of students. The evidence was insufficient to permit evaluating the measures with respect to each other. Other analyses suggested poor person-fit arose from an examinee's unexpected responses to a small proportion of items. Substantially different subsets of items account for this phenomenon from one examinee to another. Internal consistency reliability estimates were inappropriate as person-fit measures. These measures were determined to be unstable within examinees across different tests in the same academic course. The potential usefulness of person-fit measures requires further study. (Author/DWH)

ED219425 TM820439

White, Karl R.; Carcelli, Larry

The Effect of Item Format on Students' Standardized Mathematics Achievement Test Scores.

Pub Date Mar 82

Note-26p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Achievement Tests; Comparative Analysis; Computation; Elementary School Mathematics; Grade 2; *Objective Tests; Primary Education; Quantitative Tests; Scores; *Standardized Tests; Test Construction; *Test Format; Test Validity

Identifiers-Iowa Tests of Basic Skills; Keymath Diagnostic Arithmetic Test; SRA Achievement Series; Stanford Achievement Tests; Wide Range Achievement Test

The effect on children's test scores of different item formats used in standardized mathematics achievement tests was investigated. In a Utah school, 40 second grade students completed a mathematics computation test using eight different formats derived from five standardized achievement tests. Identical content, taken from the most frequently occurring content in the standardized achievement tests examined, was tested with each format. Differences in test score between types of formats were statistically significant. These results indicate that what a student appears to have mastered in mathematics computation is substantially influenced by the format of the particular test used. Differences in scores between the various formats are not accounted for by the normative scaling of the different tests. Greater attention should be given to the effect of test item format in selecting and administering achievement tests. (Author/PN)

ED219467 UD022338

Improving the Management of Urban Research: City/University Co-Operation. OECD Urban Management Studies 5. Revised.

Organisation for Economic Cooperation and Development, Paris (France).
Report No-ISBN-92-64-12294-X
Pub Date 82
Note-163p.; Symposium discussion papers presented at Wayne State University (Detroit, MI, May 12-17, 1980). Not Available in paper copy due to institution's restrictions.
Available from-OECD Publications Office, 2 rue Andre-Pascal, 75775 Paris, Cedex 16, France (write for price).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Action Research; Case Studies; *City Government; *Cooperative Programs; Federal Programs; Foreign Countries; *Government School Relationship; Higher Education; Municipalities; Policy Formation; Political Influences; Private Financial Support; Researchers; Research Needs; Research Problems; Research Utilization; *Universities; *Urban Planning; Urban Problems
Identifiers-England (Birmingham); Greece; Italy (Turin); Michigan (Detroit); Turkey (Istanbul)

The papers in this collection were presented at an international symposium on improving the management of urban research, particularly through city-university collaboration. An introductory framework paper summarizes the range of research services available to local government, the types of urban research activity, and the problems of urban research in various countries. A state of the art paper reviews experiences in city-university collaboration in demonstration programs funded by the Ford Foundation, the United States Department of Housing and Urban Development, and the National Science Foundation during the sixties and the seventies. Subsequent papers discuss the context, current situation, needs, problems, and prospects of urban research collaboration between city governments and universities in Turin, Italy; Istanbul, Turkey; Birmingham, England; Detroit, U.S.A.; and Ireland. Issues addressed include the efficient use of limited resources; greater integration of research activities with political and administrative processes; better synchronization between researchers and urban managers/decision-makers; and a better balance between internal and external research activity in local government. A concluding paper examines how human values can help to restore rationality to and increase respect for ideas and dissent in urban policy-making. (Author/MJL)

ED219486 UD022480

Shore, Rima, Ed.; And Others

A Basic Trilingual Program for Flushing High School. E.S.E.A. Title VII Final Evaluation Report, 1980-1981.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
Pub Date 81
Grant-G008007073
Note-141p.
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Academic Achievement; Attendance; English (Second Language); High Schools; *Hispanic Americans; *Korean Americans; Mathematics Achievement; Native Language Instruction; Program Effectiveness; Program Implementation; Science Instruction; Social Studies; Spanish Speaking; *Student Attitudes; *Transitional Programs
Identifiers-*Bilingual Education Programs; Elementary Secondary Education Act Title VII; *Limited English Speaking; New York City Board of Education

The Basic Trilingual Program at Flushing High School in New York City is described in this report. As implemented in 1980-1981, the program aimed to help 250 Spanish- and Korean-speaking high school students (grades 9 through twelve) to make the transition to English by adopting a comprehensive instructional approach consisting of intensive instruction in English as a second language; native language instruction and bilingual instruction in content areas for the Spanish speaking; and E.S.L. (English as a Second Language) approaches in content areas for Korean-speaking students. The report describes the program setting, objectives, organization, and participants; implementation of instructional and non-instructional program components; and program evaluation. Evaluation results indicate that: (1) both Hispanic and Korean students achieved gains in mastery of English syntax objectives; (2) among Spanish-speaking students, passing rates in mathematics, science, and social studies were generally higher for those taught in bilingual versus those taught in mainstream classes; (3) Koreans tended to have higher passing rates than Spanish speakers; and (4) program attendance was generally better than school-wide attendance. The report also presents the results of a survey of students' attitudes concerning the kind of assistance they would like from the program; problems; factors influential in getting good grades; and participation in various school activities. Recommendations for program improvement are presented. (Author/MJL)

ED219039 HE015317

Bolding, James T.; Van Patten, James J.

Creating a Healthy Organizational Climate.

American Association of Univ. Administrators, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date 82
Contract No-400-77-0073
Note-9p.
Available from-American Association of University Administrators, 1000 Vermont Avenue, N.W., Washington, DC 20005 ($1.00).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Policy; College Role; Conflict Resolution; *Faculty College Relationship; Governance; Higher Education; Holistic Approach; Interprofessional Relationship; Job Satisfaction; *Organizational Climate; Peer Relationship; Power Structure; Problem Solving; Role Conflict; Stress Variables; *Teacher Administrator Relationship; Teacher Morale; Teacher Role; Values; *Work Environment

Four areas of college management responsibility are reviewed: the mission of the organization; administrator/faculty relationship; individual stress; and measuring organizational health. According to Argyris (1980) an organization updates its goals (1) as a consequence of detecting and solving routine problems, and (2) through periodical reexamination of the governing policies and values of the organization. A survey of higher education professional organizations (Boulding and Van Patten, 1980) indicates that six of the top seven faculty concerns dealt with a lack of humaneness and justice within the organization. Ways to improve administrator/staff relationships include encouraging bona fide, responsible dissent and allowing faculty representation in governance. The effectiveness of collective negotiations depends on the good will and overall consensus of all groups involved in campus governance. The following types of individual stress are addressed: burnout, role conflict, peer cohesiveness, and general morale. Signs of psychological burnout are a signal that the organization is causing problems. Faculty members are not always able to cope effectively with organizational politics. Research identifies role conflict and role ambiguity as principal sources of organizational stress (Parasuraman and Allutto, 1981). Latham and Kinne (1974) found that individuals in a healthy organization find satisfaction in working together to accomplish shared goals. Four important leadership skills to facilitate peer cohesiveness are identified, including mediating conflict and building networks. Approaches that have been used to maintain and improve morale include human potential seminars and the holistic health movement. Organizational types identified by Likert (1961) and research on the measurement of organizational health are noted. (SW)

ED219078 IR010304

Delzell, Robert F.

Finding a Position: Strategies for Library School Graduates. Occasional Papers, Number 153.

Illinois Univ., Champaign. Graduate School of Library Science.
Pub Date Apr 82
Note-29p.
Available from-Graduate School of Library and Information Science, Publications Office, University of Illinois at Urbana-Champaign, 249 Armory Building, 505 E. Armory St., Champaign, IL 61820 ($3.00 per copy, $12.00 for year's subscription).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Employment Interviews; *Employment Opportunities; *Employment Patterns; *Graduates; Guidelines; Higher Education; Job Application; *Job Search Methods; *Library Schools; *Masters Degrees

Written from the vantage point of a library personnel director, this paper presents recent graduates of M.L.S. programs with practical guidance for finding first jobs. It covers four basic areas: (1) the ways one may look for a job, (2) what one should expect from an employer in the employment processes and on the job, (3) what an employer expects in the same circumstances, and (4) recent trends and projections for placement. (RAA)

ED219098 JC820310

A Report on the General Education Model of Los Medanos College.
Los Medanos Coll., Pittsburg, Calif.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date 31 Mar 80
Note-120p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Community Colleges; *Core Curriculum; *Curriculum Development; Curriculum Evaluation; *General Education; *Interdisciplinary Approach; Program Descriptions; Two Year Colleges

At Los Medanos College (LMC), a project was undertaken in 1978 to develop an inter- and intradisciplinary general education program that would: (1) develop among students an awareness of major social issues of the late 20th Century; (2) help them analyze social problems and inquire into the options for resolving them; (3) broaden their world view and encourage intellectual autonomy; and (4) bring a more humanistic emphasis to the general education program. The resulting model consists of three tiers. Its base consists of six required intradisciplinary courses in the fields of social science, behavioral science, physical science, biological science, language arts, and humanistic studies. Serving as capstones to these courses are two tiers of interdisciplinary courses: one deals in breadth with four or five social issues, such as energy and its implications, the limits of growth, and equality and justice; the other involves an in-depth study of one societal issue, such as racial justice or crime and violence. This descriptive report reviews the extensive planning, discussion seminars, and evaluation efforts that have been involved in the development of the model. The bulk of the report consists of appendices which include an outline of the general education model, a detailed review of the goals of the curriculum, a schedule of activities, program evaluation forms, course outlines, and program funding information. (HB)

ED219337 SP019493

Grebner, Florence D.; And Others

Physical Education Teacher Education: Curriculum, Pedagogy, Certification...History, Issues, Trends. Information Analysis Products.

ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Feb 82
Contract No-400-78-0017
Note-60p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Accrediting Agencies; Change Strategies; Competency Based Teacher Education; Educational Legislation; Educational Research; *Educational Trends; Higher Education; *Physical Education; *Preservice Teacher Education; *Teacher Certification; *Teacher Education Curriculum; *Teacher Education Programs; Teacher Role; Teacher Supply and Demand
Identifiers-*Physical Education Teachers

This monograph relates the evolution, current status, issues, trends, and future perspective of undergraduate physical education teacher education (P.E.T.E.). The first section offers an historical overview of the profession. Preparation programs and curricula are described as they have progressed from the middle of the nineteenth century to the present, with a discussion of the increasing complexity of P.E.T.E. programs in response to changing educational philosophies. Societal influences on the development of curriculum for P.E.T.E. programs are considered in the second section, including government legislation, professional organizations, teacher preparation institutions, and employers and consumers. The third section deals with professional preparation curriculum in P.E.T.E. programs as it has been expanded and altered to meet not only more stringent certification requirements, but also the increasing trend toward specialization. The impact of the competency based teacher education movement on P.E.T.E. is also discussed. Contemporary views on the role and the responsibilities of the physical education teacher are considered in the fourth section. In the fifth section, a discussion is presented on the needs for further research in developing sound physical education curricula and the values of new teaching techniques in the field. The sixth section offers an overview of certification and accreditation of P.E.T.E. programs. In the final section, a discussion is presented on strategies for changing P.E.T.E., and recommendations are made for improving certification requirements, curriculum content, and process and methodology. Further recommendations are made for clarifying the role of professional physical education organizations and improving the administration of P.E.T.E. programs. (JD)

ED219381 SP020581

Hatfield, Robert C.; And Others

Building Bridges Between Colleges and School Districts.

Association of Teacher Educators, Reston, Va.; Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Pub Date Aug 81

Note-17p.; In: Quality Assurance in Teacher Education. Proceedings of the Summer Workshop of the Association of Teacher Educators (East Lansing, MI, August 2-5, 1981).

Available from-Not available separately; see SP 020 578.

Document Not Available from EDRS.

Descriptors-Action Research; Change Strategies; *College School Cooperation; Higher Education; Linking Agents; *Preservice Teacher Education; *School Districts; Staff Development; *Student Teacher Supervisors; *Teacher Education Programs; *Teacher Educators; Teaching Skills

Summaries are presented of nine papers on establishing links between colleges and school districts. The papers were presented at the 1981 summer workshop conducted by the Association of Teacher Educators. The papers focused upon: (1) How can staff development interface effectively with preservice teacher education? (2) What can university and college personnel learn from inservice programs designed by public and private school personnel? (3) What programs exist that provide inservice training in areas that help teachers to supervise preservice teachers? (4) How can the potential of action research be enhanced as a result of collaboration between and among colleges and universities and public and private school personnel? (5) How can universities, colleges, and school districts merge resources for better inservice and preservice training? and (6) Are there specific skills in teaching adults which university and college faculty members can share with classroom teachers? (JD)

ED219447 TM820472

Weinstein, Rhona S.; And Others

Students' Descriptions of the Ecology of the School Environment for High and Low Achievers.

Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Mar 82
Grant-NIE-G-79-0078
Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classroom Environment; Feedback; Grade 4; *High Achievement; Intermediate Grades; *Low Achievement; *Student Attitudes; *Student Teacher Relationship; *Teacher Response

Students' descriptions of characteristics of high and low achievers and their treatment by peers and teachers were examined through semi-structured interviews with 133 fourth-graders. Coded interviews were anlayzed for differences in descriptions of the characteristics and peer and teacher treatment of high and low achievers; and whether these descriptions differed for students in classrooms which very in the amount of differential teacher treatment perceived to be given to high and low achievers. Students described high achievers as having more positive academic task behaviors and a more positive attitude towards themselves and school than do low achievers. Differences in how teachers treat high and low achievers were described mainly in the areas of evaluation and feedback, help, and learning opportunities. High achievers were portrayed as receiving more positive evaluations, more rewards and privileges, and less criticism and punishment than low achievers. High achievers also received more learning opportunities, but less pressure to achieve and less help. (Author/BW)

ED219056 HE015334

Sanford, Timothy R.

Learning by Doing: One Approach to the Study of Higher Education. ASHE Annual Meeting 1982 Paper.

Pub Date Mar 82
Note-22p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 2-3, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Course Descriptions; Course Evaluation; Course Objectives; *Higher Education; *Instructional Design; Peer Evaluation; *Postsecondary Education As a Field of Study; *Student Developed Materials; Student Evaluation; Teaching Methods
Identifiers-*ASHE Annual Meeting; United States; *University of North Carolina Chapel Hill

A teacher's experiences in teaching higher education in the United States during the 1981 fall semester at the University of North Carolina at Chapel Hill are discussed. The course is an introductory course for graduate students in the higher and adult education doctoral program, but it also attracts students from throughout the university and nearby institutions. A new approach was used for the fall 1981 semester: students learned about higher education by designing a course. The weekly classroom activities were not markedly different from other semesters, but the main goal of the course directed students to come up with a coherent and comprehensive course on Higher Education in the United States. Classroom activities included oral presentations by students, which other students evaluated. Students assigned a grade individually and the average was the grade for the presentation. While one exam was prepared and graded by the instructor, the second was individually designed and taken by the students. The instructor graded both the content of the second exam and the questions posed. The final variation from the usual course conduct was the ultimate product: an outline of a course entitled, "Higher Education in the U.S." In addition, five evaluations of the course were provided by the students: on the first day of class; after the first exam; half way through the course; an instructor-designed evaluation at the end of the course; and a computerized school-wide evaluation. Copies of the evaluation forms and actual responses are appended, along with a course outline that specifies course objectives, requirements, tests, and reading assignments. (SW)

ED219158 PS012978

Evans, Ellis D.

Children's Aesthetics.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date 82
Grant-400-78-0008
Note-59p.; To be published as a chapter in "Current Topics in Early Childhood Education," Volume V, 1982, Lilian G. Katz, Editor.
Available from-Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Aesthetic Education; Age Differences; *Child Development; *Children; Cross Cultural Studies; Early Childhood Education; *Individual Differences; Interviews; Literature Appreciation; Literature Reviews; Music Appreciation; *Research Methodology; Testing; Theories; Visual Arts
Identifiers-Aesthetic Judgement; *Aesthetic Response

Current knowledge and practice relating to young children's aesthetic development and education are reviewed in this state-of-the-art report. Beginning with a brief section highlighting theoretical problems and approaches to the psychological study of aesthetic response, the review subsequently describes three common strategies used in aesthetic research: the general methodology for experimental aesthetics, tests of aesthetic sensitivity, and the structured interview method. The third and largest section of the paper reviews a selection of arts studies concerning aesthetic development and education. The studies reviewed are organized into three clusters of research activity: (1) developmental studies emphasizing age-related trends in aesthetic response, (2) studies concerned primarily with individual and group differences in aesthetic response (excepting age), and (3) deliberate attempts to influence the course of aesthetic growth and development. Developmental studies reviewed include investigations of children's aesthetic response to stimulus complexity as well as their aesthetic discrimination and judgement. The discussion of intervention research focuses on aesthetic response training studies in addition to broader programmatic interventions. It is noted that all three streams of research activity are predominately oriented toward the visual arts. However, research focusing on music, literature, and related art forms is also discussed. (RH)

ED219196 RC013497

King, J.; Simmons, L.

"A Study of Critical Issues": Chitimacha Day School Report.

Pub Date Jun 81

Note-17p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*American Indian Education; Elementary Education; *Financial Problems; *Government School Relationship; *Small Schools; Student Teacher Ratio

Identifiers-Bureau Of Indian Affairs; Chitimacha (Tribe); *Chitimacha Day School LA; *Survival

In fiscal year 1981 the Chitimacha Day School operated on its lowest budget since the new school opened in 1978. School enrollment has not significantly changed since 1978 (a decline from 37 students to 32), yet each year the budget suffers debilitating reductions. Chitimacha children are thus provided an education at an inadequate and unacceptable level. The school comes under the jurisdiction of two educational agencies, the Louisiana State Department of Education (which supplies a limited amount of financial aid) and the Bureau of Indian Affairs (the BIA provides the majority of the school's funding). Problems of funding and staffing reduction could be alleviated if the BIA would provide a small school adjustment for schools that have 50 students or less. Since the Day School is a major factor in the cultural, social, and educational life of the community, rather than reducing the activities, staff, budget, etc., with appropriate funding its current purpose could be expanded to make it a true community school. The BIA should provide technical assistance for developing proposals to funding sources. The BIA should assist in developing a per pupil hour and grades to be taught in one group standard for teaching staff. (BRR)

ED219278 SE038785

A Curriculum Guide for Energy Education - Vocational Home Economics Education. A Guide for Planning Performance-Based Energy Education in Home Economics Education Programs.

South Carolina State Dept. of Education, Columbia. Home Economics Education Section.

Pub Date Jul 82

Note-330p.

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-Behavioral Objectives; *Competency Based Education; *Conservation Education; Energy; *Energy Conservation; *Home Economics; Housing; *Learning Activities; Secondary Education; State Curriculum Guides; Teaching Guides; Vocational Education

Identifiers-Alternative Energy Sources; *Energy Education; South Carolina

This guide serves as a resource for performance-based learning experiences designed to assist secondary school home economics students in developing competencies essential for effective energy use and management. A rationale for performance-based vocational education; definitions/explanations of the terms "competency," "performance-objective," "performance-guide," and "learning experiences"; diagram illustrating relationships of the components indicated in the terms; list of 10 energy education competencies; and an outline of a conceptual structure of energy education are provided in an introduction. The first section provides, in chart format, performance objectives, performance guides, learning experiences, and instructional resources related to each competency. The second section provides supplementary materials referred to under the instructional resources columns in the first section. Materials include various types of activities, readings, worksheets, and overhead transparency masters. A 27-item bibliography, annotated media listing, and evaluation form are also provided. (JN)

ED219298   SO014041

Burger, Henry G.

Piaget Versus Materialism: A Concordance of the Discordance.

Pub Date 82

Note-77p.; For a related document, see SO 014 040.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Adolescent Development; *Child Development; Cultural Influences; *Developmental Stages; Environmental Influences; *Epistemology; *Intellectual Development; Social Influences

Identifiers-Materialism; Piaget (Jean); Piagetian Stages; *Piagetian Theory

The purpose of this paper is to disconfirm Piaget's theory of an invariant sequence of intellectual maturation for all youths in all cultures. The author's view is that the kinds and sequences of human development vary greatly, depending on the cultural milieu. The author derives 36 propositions from Piaget's theory, dismisses 5 of them as definitional and therefore not subject to testing, then uses evidence taken from 173 reports on 49 cultures to disconfirm the remaining 31 propositions in whole or in part. For example, Piaget claims that preconceptual categorizing arises between the ages of 21 and 48 months. The author cites counter examples, such as the Hottentot child that is taught by its mother to identify and gather edible roots, wild honey, lizards, and mice as soon as it can stand. Another proposition, stating that intellect peaks in logic and mathematics, is criticized as European-centered and in conflict with the higher regard in which tradition and experience are held in many cultures. The author's own theory of cultural materialism, which stresses the importance of various cultural influences rather than a genetically-determined sequence of intellectual development, is not elaborated here. The author notes that Piaget recognizes the existence of culture, but characterizes Piaget as using the concept of culture as a mere dumping ground for contrary evidence. (IM)

ED219318 SO014177

Everitt, John

Changing Patterns of Cultural Imperialism in a Developing Country.

Pub Date Apr 82

Note-17p.; Paper presented at the Annual Meeting of the Association of American Geographers (San Antonio, TX, April 26, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communications; Cultural Influences; Developed Nations; *Developing Nations; Economic Development; Economic Factors; Exports; *Imperialism; Land Acquisition; Migration Patterns; Military Training; Political Influences; Social Influences; Socioeconomic Influences

Identifiers-*Belize

Using Belize, Central America, as an example, this paper illustrates some of the changing patterns of cultural imperialism that can presently be viewed in the emerging nations of the world. Cultural imperialism is defined as the process whereby the culture of a weaker nation is dominated by that of a stronger nation. In September 1981, Belize, formerly British Honduras, gained its political independence from the United Kingdom. In the past the major force influencing the Belizean culture came from the British Isles. The trend now is toward an increasing pattern of Americanization and a corresponding decrease in British influence. The paper examines current imperialist patterns which reflect this trend: economic imperialism and socio-political imperialism. The private land in Belize is now largely owned by U.S. interests. In the worlds of finance and trade, there is also a growing North American orientation. The unit of currency in Belize is now the dollar. Many of Belize's exports such as sugar and seafood come to the United States. The U.S. influence can also be seen in the production process. The Hershey foods ship cacao to Pennsylvania and an American born doctor grows and sells mangoes to the United States. The U.S. socio-political imperialism can be seen in communications, migrations, and the military. For example, most vehicles in Belize are now American; one of the major sources of immigrants is North America and this is also the most important destination for emigrants; and the United States has recently agreed to provide training for the Belize Defense Force. (RM)

ED219359 SP020545

McCarthy, Bonnie; Popchock, Carole

Involving Teachers in Continuing Professional Development: A Teacher Center Model.

Carnegie-Mellon Univ., Pittsburgh, Pa.
Pub Date Dec 80
Note-25p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education; Individual Needs; *Inservice Teacher Education; Participant Satisfaction; Professional Continuing Education; Program Effectiveness; Regional Programs; *Teacher Centers; Teacher Characteristics; *Teacher Education Programs; Teacher Guidance; *Teacher Participation; Teacher Workshops
Identifiers-*Pittsburgh Area Center for Teachers PA

The methods and activities used by the Pittsburgh Area Center for Teachers (PACT) to involve teachers in continuing professional development activities are described in this paper. PACT's operating principle is that inservice programs must be planned with and conducted by teachers. Inservice education activities include internships, topical workshops, colleague support groups, and teacher networks. Three components of the PACT model are discussed: (1) PACT teacher associates, experienced teachers on sabbatical who act as PACT staff representatives; (2) PACT inservice days with individual teachers, involving collaborative planning, follow-through, and follow-up; and (3) out-of-school, regional programs. A conclusion states the essential factors in PACT teacher motivation. Appended are: (1) a description of a PACT teacher associate position; (2) PACT procedures for school district inservice programs; (3) sample questions for program planning; and (4) assessment forms for PACT programs and services. (FG)

ED219079 IR010307

Christopher, Craig; Lawhead, Jeanie

Project ACCESS. Final Report.

Colorado State Dept. of Education, Denver.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Jan 82
Contract No-NIE-G-76-0051
Note-38p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Diffusion; Educational Research; *Educational Resources; Elementary Secondary Education; *Information Dissemination; *Information Networks; Information Sources; *School Districts
Identifiers-*Colorado

This final report of Colorado's Project ACCESS, a coordinated system of information linking local and regional school districts with major resources, describes the development of the project during each of its 5 years, including project activities, education agency development, publications developed, staff assignments and training, and project operation. The report outlines the dissemination program upon project completion as compared to state education agency activities and resources prior to the project's implementation. Also discussed are the institutionalization of the project, case studies of the impact of the program on the decision-making process, and a description of the manner in which the project approached equity issues. Finally, the report describes the characteristics essential to developing a strong and effective dissemination system. An appendix presents tables of decision impacts, areas impacted by decisions, and case study results. (Author/RAA)

ED219117 JC820375

Dallas, Susan, Ed.

Improving Curriculum By Working with High Schools. CSCC Bulletin, Issue 3.

Center for the Study of Community Colleges, Los Angeles, Calif.
Pub Date 82
Note-6p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academically Gifted; *Articulation (Education); *College Bound Students; College Credits; *College Preparation; *College School Cooperation; Community Colleges; High Schools; Transfer Programs; Two Year Colleges; Vocational Education

More and more programs are being developed to strengthen the academic preparation of incoming community college students, reduce overlap between college and high school curricula, and facilitate the transition between secondary and postsecondary education. This paper highlights various programs devoted to these goals. First, efforts to strengthen the academic skills of high school students are considered, including faculty-teacher interaction, cooperative programs to improve high school instruction, and the sharing of counselors, tutors, and facilities. Second, problems of articulation between high school and community college program content are reviewed, and two model articulation programs in vocational education are described. Third, efforts to attract gifted students to the community college are explored, including a program that permits high school seniors to earn college credit while still in high school. Finally, the articulation and cooperative activities of the Los Angeles Community College District, the City Colleges of Chicago, the Dallas County Community College District, Miami-Dade Community College, and the St. Louis Community College District are briefly described. Highlighted are college courses offered in high schools, various services and programs to strengthen the bond with local high schools, programs that grant college credit for vocational skills mastery at the high school, programs for high school students with special talents in the arts, and cooperation in music and the arts. (KL)

ED219217 RC013540

Dreier, William H.

What Happens When the High School Leaves the Community?

Pub Date 5 Feb 82

Note-14p.; Paper presented at the Annual National Conference of People United for Rural Education, (5th, Des Moines, IA, February 5-6, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Check Lists; *Community Change; *Community Services; Community Size; Community Surveys; Consolidated Schools; County Officials; Creativity; Elementary Schools; *High Schools; Living Standards; Local Government; Quality of Life; *Rural Schools; *Rural Urban Differences; *School Closing; School Size; Trend Analysis; Urban to Rural Migration

Identifiers-Impact Studies; *Iowa

Eleven Iowa towns in 11 counties and 11 Area Education Agencies (AEAs), having both elementary and high schools in 1960, were chosen via a rural-urban continuum to ascertain evidence of creativity in providing community services after losing the high school between 1960 and 1980. The study compared: community services in 1955-56 and 1980-81 (a 24-item check list of services sent to 11 town clerks yielded 6 responses); number of city offices and officials in the 11 towns in 1974-75 and 1980-81; population, distance to high school, and rural-urban score for the 11 towns in 1960 and 1980; 1981 availability of services in the 6 towns and in 12 towns with high schools and similar populations. Findings indicated: all 11 towns without high schools lost services, but added some between 1955 and 1980; most towns added service personnel; the 12 towns with high schools often reported 7 of 11 services; the 6 towns were more rural between 1960 and 1980; and population in all towns increased between 1960 and 1980. The 11 towns were different in location, community, services, and city personnel. It was recommended that county, state, and federal governments recognize these differences and allow for creativity within each community. (AH)

ED219237 SE038289

Fennema, Elizabeth; Reyes, Laurie H.
Teacher/Peer Influences on Sex Differences in Mathematics Confidence. Final Report.
Wisconsin Univ., Madison.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Oct 81
Grant-NIE-G-79-0112
Note-227p.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Achievement; Attitudes; Educational Research; Females; *Grade 7; Intermediate Grades; Junior High Schools; *Learning Theories; *Mathematics Achievement; Mathematics Anxiety; *Mathematics Education; Mathematics Instruction; *Sex Differences; Student Attitudes
Identifiers-*Mathematics Education Research

The participation in certain classroom processes by students of high and low mathematics confidence who scored above the mean in mathematics achievement was studied over 2 years. The processes selected were: (1) specified types of teacher-pupil interactions, and (2) student engaged time in high or low cognitive level mathematical activities, spatial activities, and with peers. Eighty-two seventh graders were observed daily in their regular mathematics classes for 3 to 4 weeks during the spring semester of 1980, and were again observed in 1981. Between 3 and 14 target students were within each observed class. Roughly equal numbers of each sex were chosen based on the following characteristics for the sample: (1) mathematics achievement scores were at or above the sixth-grade mean of four middle schools, and (2) confidence in mathematics scores were in either the top or bottom quarter for all pupils who had achieved higher than the mean. Two trained observers recorded data on target student and teacher behavior in each classroom. Data were collapsed across classrooms and analyzed using analysis of variance, with sex, confidence level, and year as factors. (MP)

ED219403 TM820414

Benson, Jeri

Detecting Item Bias in Affective Scales.

Pub Date Mar 82

Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Affective Measures; Blacks; *Ethnic Groups; *Factor Analysis; Grade 8; Hispanic Americans; *Item Analysis; Junior High Schools; *Self Concept Measures; *Test Bias; Whites

Identifiers-Confirmatory Factor Analysis; *LISREL Computer Program

The purpose of this study was to demonstrate the use of confirmatory factor analysis to investigate the existence of item bias in an affective scale measuring self concept. The LISREL IV program was used to detect test item bias and factorial invariance. The ethnic groups compared in the study were Black, Hispanic, and White. The obtained

factor structure was compared statistically across the three groups. The results of the study indicated a need to consider affective instruments, as well as cognitive instruments, in the study of item bias. If bias were found to exist in an affective scale, recognition of the effects of that bias and the influence on the interpretation of the resulting score would be important. LISREL analysis provided a method to investigate differential response patterns from affective scales simultaneously that could not be objectively analyzed by classical factor analysis. (DWH)

ED219426 TM820441

Wolfle, Lee M.

A Method for Estimating Indirect Effects in Path Analysis.

Pub Date Mar 82
Note-16p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education; Estimation (Mathematics); *Mathematical Formulas; *Mathematical Models; Measurement Techniques; *Path Analysis; Predictor Variables; *Regression (Statistics); Statistical Analysis
Identifiers-*Causal Models

Direct and indirect effects in decomposed zero-order correlations among variables in causal models are considered. Under certain circumstances, the components of the decompositions could be interpreted as direct, indirect, and spurious causal effects, plus a component called joint associations. The sum of the direct and indirect effects is the total effect. The total effects component can be obtained through reduced-form regression equations and the indirect effects may be calculated by taking the difference between the reduced-form regression coefficients and the direct effect. A four-variable, fully recursive path model is described with results that are applicable to any hierarchical causal model. To aid understanding of the method an illustrative block recursive path model is presented. (Author/CM)

ED219023 HE015289

Kleiner, Daniel

Results of a Subjective Sophomore and Junior Student Opinion Survey at Nazareth College.

Nazareth Coll., MI.

Pub Date Jan 82

Note-24p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Environment; *College Students; Educational Philosophy; Education Work Relationship; *Holistic Approach; Institutional Research; *Liberal Arts; Participant Satisfaction; Private Colleges; Professional Training; School Surveys; *Student Attitudes; *Student College Relationship

Identifiers-*Nazareth College MI

An American College Testing Student Opinion survey was administered to 55 sophomores and 70 juniors at Nazareth College. Results provide data concerning overall student satisfaction with the college's services, programs, and environment, and student evaluation of the McGrail Plan of liberal arts and its relation to professional competencies, a holistic approach to education for careers. Overall student satisfaction with services, programs, academic environment, and administration was generally equal to or above that of students at other private 4-year colleges. Items evaluated low in satisfaction by Nazareth students involved a service, program, or other feature that was not offered by the college, was in early development, or did not pertain to sophomores or juniors. Evaluation of the McGrail Plan and its philosophy ranged generally from good to excellent. The one negatively evaluated item was still positively evaluated by 52 percent of the respondents. (Author/MSE)

ED219099 JC820315

Jefferson, Curtis F.

Reduction of Student Attrition through Personalized Academic Advising within the Context of Defined Student Educational Goals: Final Project Report.

Cuyahoga Community Coll., Cleveland, Ohio.

Spons Agency-Advanced Institutional Development Program Two-Year College Consortium.

Pub Date [Apr 82]

Note-26p.; Funded by a grant under the Strengthening Developing Institutions Program.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement; Academic Advising; *Academic Persistence; Community Colleges; Cost Effectiveness; *Productivity; School Holding Power; Student Attrition; *Student Personnel Services; Student Teacher Ratio; Two Year Colleges; *Two Year College Students

Between 1980 and 1982, Cuyahoga Community College (CCC) undertook a project designed to develop and implement cost-effective practices that would improve student success rates and student retention between quarters by 5%. Numerous activities were involved, including the development of a student advising system; the review and revision of course outlines; the establishment of a Student Assessment Center; the development of individualized instructional strategies, student credit-hour standards, and course offering plans; and the monitoring of project activities by a Student Retention Committee. The target population included students enrolled in 35 entry-level courses spanning the business, health, engineering, and general education curricula. Outcomes of the project included the following: (1) the number of credit hours of students enrolled in key courses per full-time equivalent (FTE) faculty increased by 13.7%; (2) the total number of student credit hours on campus per FTE faculty increased by 12.5%; (3) the number of students successful in key courses increased by 3.5%; (4) the number of credit hours for students enrolled in key courses per dollar spent decreased by 6%; and (5) the average student retention between quarters increased by 8.5%. It was concluded that, given firm organizational commitment, productivity (as measured by faculty/student ratio) could be improved along with student retention and success. Data tables are appended. (HB)

ED219137 PS012950

Dawson, Monte E.; And Others
A Prospectus on Preschool Programs.
Pub Date Jul 81
Note-98p.; Best copy available.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Classroom Environment; *Educational Needs; Extended School Day; Feasibility Studies; Field Studies; Literature Reviews; Models; Needs Assessment; Observation; *Preschool Curriculum; *Preschool Education; *Program Effectiveness; Public Schools; School Holding Power
Identifiers-*Missouri (Saint Louis)

This report documents a preliminary effort to compile, analyze, and present data relevant to the feasibility of implementing a comprehensive preschool program within the St. Louis public school system. Sections of the study aim to provide (1) definition of and perspective on preschool education, (2) determination of the demographic "need" for preschools within St. Louis, (3) review of the preschool literature, (4) results of three separate field investigations, (5) analysis of different theoretical/curricular models of preschools, and (6) presentation of models appropriate to the school system, including examination of the relative merits, deficiencies, costs, and commonalities of two types of preschool: regular-day and extended-day programs. The section devoted to field investigations reports a survey of existing preschool programs in 20 St. Louis suburban school districts, offers insight into the efficacy of a presently operating preschool in reducing grade retention, and reports on observations and ratings of the environments of 15 local preschools. Appendices provide a summary of studies included in the "Persistence of Preschool Effects Report, 1977," a summary of observations performed and other data gathered from 15 St. Louis preschool centers. (RH)

ED219178 RC013477

Lantz, Jean

Yo Ciudadano: Un Curriculo de Experiencias para Educacion Civica. Nivel: Dos (Citizen Me: An Experiential Curriculum for Citizenship Education. Level: Two).

Harris County Dept. of Education, Houston, Tex.

Spons Agency-Texas Governor's Office, Austin. Criminal Justice Div.

Pub Date 81

Grant-JA-79-C03-5874

Note-69p.; For related documents, see RC 013 473-487. Translated by Pablo Guerra.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Bilingual Instructional Materials; Citizen Role; *Citizenship Education; Citizenship Responsibility; Community Services; *Decision Making Skills; *Friendship; Grade 2; Peer Relationship; Power Structure; Primary Education; Public Service Occupations; Social Behavior; *Social Studies; *Units of Study; Values Education

Identifiers-Citizen Me Project TX; *Ownership; *Sharing Behavior

Integrating concepts of basic citizenship education with community involvement, this experiential curriculum provides a means for developing decision making and critical thinking skills within the existing second grade social studies curriculum. The 10 lessons, translated into Spanish, cover the following concepts: friendly, unfriendly and dependable behaviors; friendship responsibilities; trust; individual, group and public ownership; loaned property; conflict over joint ownership; sharing use and responsibility of co-owned property; taxes; community helpers; public services, jobs and workers; authority; rules; penalties; law; police; crime; and helpful and harmful citizenship behaviors. The lessons aim to: develop the ideas that friendships do not last if people are selfish and inconsiderate, owners of shared property must find ways to share use and responsibility of property, some property is used and owned by everyone in the community, and some people are paid by everyone to provide helpful services for the community; explore personal concepts of responsibility and trust; develop respect for property ownership; investigate the roles of a librarian and a police officer as public authorities; and stimulate the use of public service and discriminate between helpful and harmful citizenship behaviors. Each lesson includes a purpose statement, concepts to be learned, materials needed, student objectives, suggested activities and black and white illustrations. (NQA)

ED219259 SE038761

Greenstone, Sid; Smith, Murray
Intermediate Astronomy.
Manitoba Dept. of Education, Winnipeg.
Pub Date Feb 81
Note-124p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Astronomy; *Elementary School Science; Elementary Secondary Education; Foreign Countries; Resource Materials; *Science Activities; Science Curriculum; Science Education; Science Instruction; *Secondary School Science; Teaching Guides; Units of Study
Identifiers-*Constellations; *Manitoba

Selected materials needed to teach an astronomy unit as well as suggested procedures, activities, ideas, and astronomy fact sheets published by the Manitoba Planetarium are provided. Subjects of the fact sheets include: publications and classroom picture sets available from the National Aeronautics and Space Administration and facts and statistics about the sun, moon, inner planets, outer planets, satellites of the solar system, planetary conjunction of 1981, meteors and meteor showers, comets, the Milky Way, quasars and pulsars, unidentified flying objects (UFO's), and activities of the Manitoba Planetarium. Instructions are provided for making constellation slides and constellation cans, with suggested student activities. Charts of constellations which may be duplicated or used to prepare overhead transparencies are also provided. Additional activities focus on planets and the zodiac, survival on the moon, making scale diagrams of solar system, planetary orbits, scale of planetary distances, and what happens to a spinning ball. Astronomy books and audio-visual materials available from the Manitoba Education Library, 16-mm films available from the School Film Services, and information for observing astronomical phenomena ("Sky Watch") are included. (JN)

ED219382 SP020582

Sarris, Sharon; And Others

Professional Staff Development.

Association of Teacher Educators, Reston, Va.; Michigan State Univ., East Lansing. Inst. for Research on Teaching.

Pub Date Aug 81

Note-15p.; In: Quality Assurance in Teacher Education. Proceedings of the Summer Workshop of the Association of Teacher Educators (East Lansing, MI, August 2-5, 1981).

Available from-Not available separately; see SP 020 578.

Document Not Available from EDRS.

Descriptors-Academic Achievement; College School Cooperation; *Delivery Systems; Elementary Secondary Education; Faculty Mobility; Gifted; *Individual Needs; *Inservice Teacher Education; *Needs Assessment; *Staff Development; *Teacher Attitudes; Teacher Burnout; Teaching Skills

Eight papers presented at the 1981 summer workshop conducted by the Association of Teacher Educators are summarized. The following questions were addressed: (1) What kinds of skills do teachers need to share effectively their expertise with other teachers? (2) Are prototypes available to assist in the design of inservice workshops? (3) How are reassigned teachers being helped to transfer generic skills to different grade levels and subject areas? (4) What are the most important areas of teacher need? (5) What delivery systems have been designed to assist teachers in designated areas of need? (6) How do teachers develop a positive attitude toward staff development? (7) What kinds of staff development should take place at universities and colleges? (8) What problems in communication can occur between the initial step of needs assessment and the matching of an appropriate delivery system to fulfill the identified need? and (9) What kind of impact does professional development make toward the quality and quantity of students' learning? (JD)

ED219448 TM820473

Torrance, Harry

School-Based Examining in England: A Focus for School-Based Curriculum Development and Accountability.

University of East Anglia, Norwich (England). Centre for Applied Research in Education.

Spons Agency-Schools Council, London (England).

Pub Date Mar 82

Note-25p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Accountability; Foreign Countries; *School Districts; Secondary Education; *Teacher Attitudes; *Testing; Test Use

Identifiers-*England; *School Based Examining

Case studies in six schools in two school districts were used to document the practice of school-based examining in action: identifying the reasons why teachers use it, the problems they encounter, and the various pay-offs which arise. Four ways of using school-based examining were identified: to ease externally-imposed organizational change; to respond to individual teaching problems; to review courses which differ from those "on offer" from the various examination boards; and to forward the ideals of comprehensive education, in particular the principle of equal opportunity. School-based examining is a significant mechanism used by teachers engaged in curriculum development, and that experience might be useful when considering accountability in terms of self-evaluation. (Author/BW)

ED219468 UD022449

Wilbanks, William

Bridging the Culture Gap in Inner-City Schools: A Summary and Critique of the Approach of Herbert Foster in "Ribbin', Jivin' and Playin' the Dozens."

Pub Date 1 Jun 82

Note-14p.; In: Woods, Sandra, Ed.; Samuda, Ronald, Ed. Perspectives in Immigrant and Minority Education. Washington, D.C., University Press of America, 1982. Paper presented at Perspectives on Urban Education: An Invitational Symposium (North Miami, FL, June 1, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Problems; *Black Youth; *Cultural Differences; Discipline; Elementary Secondary Education; Females; *Games; Inner City; Males; Prisoners; Social Influences; *Student Teacher Relationship; *Subcultures; Teacher Attitudes; Whites

Identifiers-*Foster (Herbert)

In this paper, William Wilbanks discusses Herbert Foster's "Ribbin', Jivin', and Playin' the Dozens," a book on the relationship between inner city youth and their teachers. The book's title derives from three types of games often played in the classroom: ribbing, a verbal game of taunting other students or the teacher; jiving, which involves manipulative techniques to protect oneself from trouble; and playing the dozens, in which contestants insult one another until one gives up or resorts to violence. According to Wilbanks, Foster's thesis is that in inner-city schools there is a culture gap between largely black, lower class youth and their largely white, middle-class teachers. Students, behaving according to the rules of their streetcorner subculture, constantly play games to test teachers who misinterpret the games as forms of disruptive behavior. Hence, Foster maintains, educational failure is largely due to teachers' inability to understand the students' subculture. Wilbanks criticizes Foster as being rather too critical of the teacher, and as having neglected the students' role in understanding the teachers' perspectives. Moreover, Wilbanks notes that several of Foster's statements are insufficiently explained. Nevertheless, Wilbanks finds Foster's points valuable in understanding not only inner-city students but also criminals and prisoners who play similar games. (Author/MJL)

ED219487 UD022481

Shore, Rima, Ed.; And Others

Eastern District High School Competency Based Bilingual/Bicultural Project. E.S.E.A. Title VII Final Evaluation Report, 1980-1981.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date 81

Grant-G008006159

Note-59p.; For related documents see ED 195 603 and ED 201 688.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Academic Achievement; Attendance; *Bilingual Education Programs; Demonstration Programs; English (Second Language); Guidance; High Schools; *Hispanic Americans; *Limited English Speaking; Mathematics Achievement; Multicultural Education; Native Language Instruction; *Program Effectiveness; Program Implementation; Reading Instruction; Science Instruction; Self Concept; Social Studies; *Spanish Speaking

Identifiers-Elementary Secondary Education Act Title VII; New York City Board of Education

The Competency Based Bilingual/Bicultural Project at Eastern District High School in New York City is an integrated bilingual demonstration project designed to develop English and native language skills as well as instill positive self concepts among high school students with Spanish-speaking backgrounds. In 1980-1981, the program provided instruction in English as a second language, reading, native language arts, bilingual instruction in content areas, and vocational/career guidance. This report describes the program setting; participants; philosophy and organization; student placement; instructional and non-instructional services; program implementation; and program evaluation. Results of evaluation indicate that: (1) significant gains were achieved in English reading, language fluency, native language reading, and mathematics; and (2) program attendance rates were higher than school-wide attendance rates. The report suggests that the program was successful and presents recommendations for greater program effectiveness. (Author/MJL)

ED219007

HE015243

Groff, Warren H.

Building Futurism into the Institution's Strategic Planning and Human Resource Development Model.

Pub Date 82

Note-28p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Change Strategies; *College Planning; College Role; Economic Factors; Educational Change; Educational Objectives; *Futures (of Society); Higher Education; *Long Range Planning; Political Influences; Prediction; Relevance (Education); *Social Change; Social Influences; Teacher Role; Technical Institutes; Trend Analysis; Values

Identifiers-*North Central Technical College OH; Strategic Planning

A process for building futurism into the institution's strategic planning and human resource development model is described. It is an attempt to assist faculty and staff to understand the future and the formulation and revision of professional goals in relation to an image of the future. A conceptual framework about the changing nature of human society is presented, and attention is directed to the way that futurism is incorporated into the institution's strategic planning model at North Central Technical College. It is suggested that a shift is occurring from physical productivity of material goods to information productivity, which will bring about fundamental changes in human values and political and economic structures. In fall 1977, North Central Technical College decided to undertake comprehensive institutional planning and identified categories for assumptions for the future, as well as goals and objectives. Assumptions at the institutional and departmental levels about future conditions lead to an institutional commitment relative to selected strategic goal areas. The strategic goal areas are refined to targets of commitment which can be translated into specific objectives. For instance, if an institution establishes computer literacy as a strategic goal, each department can identify specific goals and objectives. The relationship between assumptions and goals and objectives is illustrated in relation to equal educational opportunity. Sources of information on trends and assumptions about the future are identified. The purpose of gathering demographic, social, economic and other planning data is to develop specific alternative scenarios for the institution. Lists of assumptions, goals, and highest priorities for institutional functions at North Central Technical College are appended. (SW)

ED219040 HE015318

Cameron, Kim

Decline, Strategic Emphasis, and Organizational Effectiveness. ASHE Annual Meeting 1982 Paper.

Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Mar 82
Contract No-400-80-0109
Note-47p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 2-3, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Administrative Policy; Administrator Attitudes; Budgeting; *Change Strategies; *College Administration; Educational Finance; Educational Objectives; Financial Problems; Higher Education; Improvement Programs; Industry; Public Relations; *Resource Allocation; *Retrenchment; *School Effectiveness; School Surveys; Teacher Attitudes
Identifiers-*ASHE Annual Meeting

Responses of college administrators in schools facing conditions of fiscal stress, and alternative strategies found to be effective in private sector firms are examined. It is suggested that many college administrators are responding to conditions of decline by being conservative and efficiency oriented. A number of factors within and outside the institution that create pressure to respond in this way are identified. Research on colleges and universities and on private sector firms are reported which suggest that these responses are detrimental to long-term organizational viability. A study of 40 colleges in the northeast United States (Cameron, 1981) provided responses from 600 faculty members and 694 administrators from public, private, and church-related institutions. Results suggest that administrators in declining institutions focus on internal resource allocation problems (budgeting and finance), rely on past policies and practices (standardization), and do not value organizational goals in the critical academic domain that lies at the center of college and university output. Administrator behavior in these declining organizations may actually perpetuate the decline by eliminating the possibility of expanding resource bases through proactive environmental contacting (e.g., public relations work), by relying on standardized procedures that were successful in past circumstances, and by driving out self-designing characteristics. A study by Miles and Cameron (1982) is described that illustrates how a private sector organization managed decline differently (the U.S. tobacco industry from 1950 to 1979). Suggested solutions to decline are outlined that involve domain defense, offense, and creation strategies and that focus on effectiveness, innovation, and the external environment. (SW)

Loomis, Ralph; And Others

Priorities for Rural Improvement: Report of a Partnership for Rural Improvement Sponsored Needs Assessment Study Group.

Pub Date Jul 81
Note-86p.; For related documents, see ED 200 344 and ED 197 927.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adult Education; Citizen Participation; *Community Change; Community Satisfaction; *Crime; Cultural Activities; *Fiscal Capacity; *Local Government; Medical Services; Natural Resources; *Needs Assessment; Older Adults; Population Growth; Program Effectiveness; Public Officials; Recreational Facilities; Regional Attitudes; *Rural Areas; Rural Development
Identifiers-Declining Communities; Partnership for Rural Improvement; Problem Identification; *Washington (East)

After preliminary problem identification, mailed questionnaires were sent in April 1981 to citizens (2,000 households) and 735 public officials in eastern Washington to identify and assign priority to five or more rural issues common to the Partnership for Rural Improvement (PRI) geographic region for purposes of forming regional task forces. Public officials returned 72% of their questionnaires, citizens 40%, and PRI participants turned in 65%. Of the 11 predetermined major issue areas, prevention and control of rural crime ranked first, not enough money to provide needed local government services ranked second, and effectiveness of local government ranked third. Other areas and their rankings included community decline (4th), adequacy of management and protection of natural resources (5th), adequacy of recreational opportunities (6th), adequacy of health and medical services (7th), rapid community growth (8th), adequacy of services for senior citizens (9th), adequacy of educational opportunities for adults (10th), and adequacy of cultural opportunities (11th). The study group recommended that a task force investigate and suggest methods to help local government deal with declining revenues, and that a task force be formed to investigate the extent and nature of rural crime in eastern Washington and, if needed, recommend means of responding to identified problems. (BRR)

ED219279 SE038786

Low-Cost Aids for Elementary Science Teaching in Asia and the Pacific.

National Inst. for Educational Research, Tokyo (Japan).
Pub Date Jul 82
Note-169p.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Biological Sciences; Earth Science; Elementary Education; *Elementary School Science; Foreign Countries; *Instructional Materials; *Material Development; Physical Sciences; Science Activities; Science Education; *Science Equipment; *Science Instruction; *Science Materials
Identifiers-*Asia; Pacific Islands

Regional workshops sponsored by the National Institute for Educational Research (Japan) were held to strengthen national efforts in the development of elementary science aids/materials. This document provides: (1) guidelines for the development of appropriate and low-cost aids for science instruction; (2) inventory of aids; (3) synthesis of experiences relating to the development of the aids (focusing on teacher education/development, use and availability of aids, curriculum, school level organization, instructional strategies, and financial support); and (4) recommendations. The major emphasis of the document is on the low-cost aids, grouped under the following headings: Basic Tools, Living Things, Matter, Energy, and Earth and Sky. (The division of science into these content areas is common in the elementary science programs in Asian and Pacific countries.) A brief description is given for each item. In addition, content, skills, and attitude objectives are listed when appropriate, materials for construction are listed, instructions for making the device are outlined, and suggested uses and modifications are provided. Among the aids described are a spirit burner for supplying heat, micro-balance, single-pan/spring balances, laboratory stands, water clock, thermometer, box of biological tools, plant press, stethoscope, breathing system, potometer, electricity kits, weather apparatus, and electric motors. (Author/JN)

ED219299 SO014042

Gehrke, Nathalie J.; Parker, Walter C.

Generating Curriculum Theory Through Grounded Theory Research.

Pub Date Apr 82

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Curriculum Research; Data Analysis; Data Collection; Educational Research; Educational Theories; Research Design; *Research Methodology; Systems Analysis

Identifiers-*Grounded Theory

The purpose of this paper is threefold: to describe grounded theory research strategies, to present a summary of several studies in education that have followed this approach, and to explore the potential uses of the grounded theory techniques in curriculum theory generation. The paper is arranged into six parts. In the first and second parts of the paper the background for grounded theory research is discussed. Primarily a pragmatic, inductive approach, it is a comparative method which alternates data collection and data analysis. Before any hypotheses are defined, data are collected, coded, and arranged into concepts. Then, an analysis of these concepts is made to develop working hypotheses and provide direction for the next stage of data collection. Alternating states of data collection and analysis follow in a refining process. The third part of the paper briefly describes several studies that have been done using the grounded theory approach. These include a study to explain the intragroup dimensions of interdisciplinary teaching teams; a study on the process of teacher change brought about by inservice education; and a study on the role personalization of beginning secondary teachers. The fourth section focuses on new applications of grounded research in the curriculum field. The fifth section discusses planning a grounded study of curriculum design and implementation. Section six, a conclusion, mentions the general advantages of grounded theory research--it is in touch with actual educational situations and it is a holistic and expansive approach. (Author/NE)

ED219338 SP019876

Samba, Wutama Bulama; And Others

Evaluation of Social Studies Programme in Government Teachers' Colleges of Borno State, Nigeria. African Studies in Curriculum Development & Evaluation No. 31.

African Curriculum Organisation.; German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).

Pub Date 81

Note-91p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Classroom Research; *Developing Nations; *Educational Assessment; Educational Facilities; *Educational Quality; Foreign Countries; Higher Education; *Preservice Teacher Education; Schools of Education; *Social Studies; Teacher Education Curriculum; *Teacher Effectiveness; Teaching Methods; Teaching Skills

Identifiers-*Nigeria

The effectiveness of social studies instruction in the Nigerian state of Borno was investigated with emphasis on teachers' skills. The study had three objectives: (1) to evaluate preservice teacher education social studies programs in terms of their objectives, curricula, methods, media, and evaluation procedures; (2) to evaluate teachers' skills in social studies instruction in secondary classrooms; and (3) to formulate guidelines for improving teacher education for social studies. Principals and teachers at 15 teachers' colleges and three secondary schools in Borno were surveyed through questionnaires. Classroom observations were conducted to determine the quality of teaching in social studies at the secondary level. Responses to the questionnaires indicated weaknesses in the teacher education program. Average scores for the evaluated areas were below 50 percent for objectives, curriculum, methods, teacher competencies, and school facilities. The classroom observations showed low scores for lesson design, rationale of objectives, and teacher procedures. Suggestions for improving the teacher education program include using new teaching and evaluation methods, improving school facilities, designing a new social studies curriculum, and reformulating the goals and rationale of the program. It is recommended that experts study the program in greater detail for further curriculum planning. The questionnaire and the classroom observation checklist are appended. (FG)

ED219360 SP020546

Linville, Malcolm E.; Belt, Jacquelyn F.

Preventive Therapy: Helping Teachers in Training Deal With Future Stress in the Classroom.

Pub Date Feb 82

Note-19p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (62nd, Phoenix, AZ, February 13-17, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Anxiety; *Coping; Educational Environment; Higher Education; Locus of Control; Preservice Teacher Education; *Prevention; Relaxation Training; Self Determination; *Stress Variables; *Teacher Attitudes; *Teacher Burnout; *Teacher Education Curriculum; Teacher Role; Teaching Conditions

One of the best ways to deal with the conditions that promote stress in the teaching profession would be to include information about stress and ways of coping with it in a teacher preparation program. If prospective teachers have opportunities to examine the nature of stress and of situations that seem to contribute to tension, they would be better prepared to handle some of the special elements in the teaching situation that contribute to stress and eventual burnout. A teacher education program could help students to become more aware of the meaning of teaching and the significant role a teacher plays in childrens' lives. A teacher education program that gives students an increasing degree of responsibility might help prospective teachers to develop a sense of competency and control. Hope and optimism are fundamental to stability and good mental health and should be encouraged in preservice teachers. Prospective teachers should be taught relaxation techniques and techniques for using time efficiently. They should also be encouraged to form friendships that will allow them to be open about their feeli[illegible]d concerns. (JD)

ED219057 IR010225

Rushby, N. J.

The CEDAR Project and Evaluation of CBL: A Bibliography.

London Univ. (England). Imperial Coll. Computer Centre.

Pub Date Jan 81

Note-27p.; For related documents, see ED 176 800, ED 176 802, and ED 176 804-807.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Libraries; *Computer Assisted Instruction; Computer Managed Instruction; Databases; Higher Education; *Information Retrieval; *Man Machine Systems; *Online Systems; *Program Evaluation; Publications; Simulation

Identifiers-*CEDAR Project (England)

A brief review is provided of the strategy, information services, seminars, demonstrations, software acquisition policy, educational development, and cooperative efforts of the CEDAR Project, which aims to encourage and facilitate the development and effective use of educational computing within Imperial College, the University of London, and elsewhere. Included are lists of 18 publications and reports from the project and 14 papers published in journals, and an extensive bibliography of reports on the evaluation of educational computing programs is appended. Use of the CEDAR online enquiry services is discussed in terms of the CEDAR bibliography; the computer assisted learning (CAL) package index; searching the catalogs; logging onto the computer and the man-machine dialogue; running the enquiry program, including enquiry program directives, i.e., the feature directive, the list directive, and finish and stop directives, and giving an example of a complete enquiry session; and adding to the catalogs. (RBF)

ED219080 IR010309

Annual Report on LSCA Priorities, FY 1980.

Office of Libraries and Learning Technologies (ED), Washington, DC.
Pub Date Jan 82
Note-325p.
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Construction Programs; Disabilities; Disadvantaged; *Federal Programs; *Library Cooperation; Library Expenditures; *Library Facilities; *Library Services; Public Libraries; *State Federal Aid; State Libraries; Tables (Data)
Identifiers-*Library Services and Construction Act

Written by the administrative librarians who have key responsibilities for collection of data concerning priority areas of the Library Services and Construction Act (LSCA), these reports summarize information provided by state library administrative agencies for 1980. They report on (1) services to physically handicapped persons; (2) services to persons with limited English-speaking ability; (3) services to the institutionalized; (4) services to the aging; (5) services to disadvantaged persons; (6) major urban library statistics for fiscal year 1979-1980; (7) public library construction LSCA II; and (8) interlibrary cooperation LSCA III. The reports deal with the unit of interest (mostly states), present narrative descriptions of LSCA funded projects, and provide data on federal, state, and local expenditures. (RAA)

ED219159 PS012979

Bentley, Margaret E.

Dietary Diversity and Food Waste in a Rural Connecticut Daycare.

Pub Date Jul 82

Note-17p.; Paper presented at the Annual Meeting of the Society for Nutrition Education (15th, Boston, MA, July 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Day Care Centers; Early Childhood Education; *Eating Habits; *Food; *Nutrition; Observation; *Preschool Children; Questionnaires

Identifiers-*Food Consumption; *Food Selection

The relationship between diversity in the contents of preschool children's lunchboxes, food waste, and other variables was investigated among 32 children in a rural day care center located in a university community. Lunchbox contents and food waste were observed on five occasions for each child. Data were gathered on 10 variables (such as age of child, mother's work status, person packing the lunch, and the child's eating patterns) by questionnaire in interview sessions with the parent who packed the child's lunchbox. A diversity score for each child was obtained by counting the total number of different food items and calculating the mean for five observations. A waste score was computed by counting the total number of portions left over, with double weight given to main entrees, and dividing the sum by the total number of food items for all observations. In this study, parental consent was not obtained prior to observation because parent knowledge could have influenced normal lunch packing. Results are discussed. (RH)

ED219238 SE038290

Hinrichs, James V.

Number Place-Value Information: Task Analyses and Development.

Iowa Univ., Iowa City.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date [82]

Grant-NIE-G-78-0178

Note-17p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Annotated Bibliographies; *Basic Skills; *Cognitive Processes; Educational Research; Learning Theories; *Mathematics Education; *Number Concepts; Numbers

Identifiers-*Mathematics Education Research; *Place Value (Mathematics)

The cognitive processes involved in the human ability to understand and use positional notation (i.e., place-value) were investigated in a series of psychological experiments. Although the tasks used in all studies were very simple, usually only requiring the tested individual to identify the larger of two numbers as quickly as possible, a number of unintuitive results were obtained. For example, in two digit number comparison, skilled adults' decision times are affected by the ones-place digit even when the tens-place digit is logically sufficient to determine the correct response (e.g., is 48 less than or more than 55?). However, when the number of places is a sufficient cue to answer the question (is 735924 more or less than 5000?), insignificant place information is not extracted. Memory for numbers was also shown to be affected by place-value information. Surprisingly, speed of understanding the relative value of numbers is slowed when the numerical value conflicts with the relative physical size of the numerals. Overall, several physical and symbolic factors strongly influence our ability to understand, manipulate, and remember numbers. (Author)

ED219319 SO014178

Fairweather, Malcolm

A.A.G. Annual Conference Participation: The Spatial Dimension.

Pub Date Apr 82

Note-18p.; Paper presented at the Annual Meeting of the Association of American Geographers (San Antonio, TX, April 25-28, 1982). Maps may not reproduce clearly in microfiche or paper copy.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Conferences; *Geographic Location; Geography; Migration Patterns; *Participation; *Professional Associations; Site Analysis

Identifiers-*Association of American Geographers

This paper analyzes the spatial patterning of participants attending four annual conferences of the Association of American Geographers (AAG). The four most recent conventions were selected for the study: Los Angeles in 1981, Louisville in 1980, Philadelphia in 1979, and New Orleans in 1980. A conference participant is defined as a person whose name appeared on the conference program as presenting a paper, chairing a session, operating a workshop, or the like. Two of the most common variables in migration studies were utilized: the size of the population at the point of origin and the distance to the destination. For each of the years under review the "Directory of College Geography of the United States" was utilized to determine the number of full time geography faculty in each state. This variable represented the population mass of each state or origin area. Desire line measures were used to ascertain distance factors and were calculated from the geographical center of each state to each conference city. Results show that the number of conference participants did not vary dramatically from year to year, in spite of the fact that some of the conference locations were over 3000 miles apart. This phenomena can be accounted for by the fact that those states with the largest numbers of full time geographers tend to send the largest contingents of participants to the annual meetings. Although the location of the conference did increase participation numbers from nearby states, this factor did not significantly influence the overall spatial patterns of participants. (RM)

ED219404 TM820415

Thompson, Bruce
Factor Analysis Based on "Doubly-Centered" Raw Data Matrices.
Pub Date 11 Feb 82
Note-24p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, February, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Factor Analysis; Factor Structure; Matrices; Rating Scales; Research Methodology; *Statistical Analysis

A "doubly-centered" raw data matrix is one for which both columns and rows have both unit variance and means equal to zero. The factor scores from one analysis are the same as factor pattern coefficients from the other analysis except for a variance adjustment. This study explored an extension of the reciprocity principle which may have applications in some research situations. Analysis of an actual data set was used to illustrate the technique. The Multiple Teachers Factor Survey measured perceptions of four "teacher-types" by undergraduate students. A procedure was presented for calculating factor scores when subjects have rated several referents or the researcher wishes to compare factor scores for different subject groups. The procedure was the application of a conventional factor score coefficient matrix to a doubly-centered matrix of standardized scores. Tables illustrate two-mode techniques, a doubly-centered data matrix, varimax rotated pattern coefficients, cosines among factor axes, means and confidence intervals, and first subject's factor scores. (DWH)

ED219427 TM820442

Lohmoeller, Jan-Bernd

An Overview of Latent Variables Path Analysis.

Pub Date Mar 82
Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Analysis of Covariance; Comparative Analysis; Estimation (Mathematics); Foreign Countries; *Least Squares Statistics; *Mathematical Models; *Maximum Likelihood Statistics; *Path Analysis
Identifiers-*Latent Variables; *LISREL Computer Program; West Germany

Latent Variables Path (LVP) models have been found to be a helpful device for the formulation and validation of complex theories in educational sciences. The estimation of parameters for LVP models can use the Maximum Likelihood (ML) or the Partial Least Squares (PLS) method. This paper focusses on the PLS method introduced by H. Wold, and compares it to the LISREL method introduced by K.G. Joereskog. The differences in the results are explained by the differences in the statistical assumptions, and some clues to the choice of ML or PLS are given. Several select applications show the range where only PLS estimation is applicable. (Author)

ED219024 HE015290

Jones, Virginia

Report on Evaluating Educational Outcomes: A Nazareth College Alumni Perspective.

Nazareth Coll., MI.

Pub Date Feb 82

Note-42p.; For related documents see HE 015 291 and HE 015 311.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Alumni; Attitude Measures; College Curriculum; *College Role; Curriculum Development; *Educational Benefits; *General Education; Graduate Surveys; Higher Education; Human Services; *Individual Development; Liberal Arts; *Outcomes of Education; Participant Satisfaction; Private Colleges; Professional Training

Identifiers-*Nazareth College MI

To assess the college's impact on graduates, Nazareth College administered the American College Testing Program's Educational Services Alumni Survey to a sample of recent graduates. While there was particular interest in exploring perceptions of the general education program before and after a major curricular innovation called the McGrail Plan, the instrument also collected much data potentially useful in a number of ways for evaluation and planning. Data included: demographics, current alumni practices and plans, continuing education, perceived quality of education received and the college's effect on personal development, employment history, and evaluation of the McGrail Plan, a program stressing professional development in five human services career areas. Sixty-eight alumni responded, with a high degree of satisfaction in the college's program and impact. Alumni perceived a high degree of integration between the professional and general education components of the curriculum and expressed strong appreciation for the general education curriculum's value. (MSE)

ED219118 JC820376

Dallas, Susan, Ed.

Counseling Services to Facilitate Transfer. CSCC Bulletin, Issue 4.

Center for the Study of Community Colleges, Los Angeles, Calif.

Pub Date 82

Note-6p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Advising; Articulation (Education); College School Cooperation; *College Transfer Students; Community Colleges; *Educational Counseling; Faculty Advisers; Followup Studies; Intercollegiate Cooperation; Multicampus Districts; School Orientation; *Student Personnel Services; Student Placement; Surveys; Two Year Colleges; Urban Schools

A survey was conducted in May 1982 by the Center for the Study of Community Colleges to learn how student support services were used to encourage students to enroll in transfer programs and to facilitate student progress toward a degree. Counseling services at 34 community colleges in 6 multi-campus, urban districts were studied with respect to articulation programs and activities with neighborhood high schools, 4-year colleges, and universities; new student orientation; use of placement or assessment tests; academic counseling services; programs to monitor academic progress; career counseling and job placement services; and follow-up studies of transfer students or job placement. The study indicated: (1) all but 1 of the 34 colleges indicated that they had procedures linking them with surrounding high schools; (2) all but one of the colleges administered placement tests or assessment tests to advise students into the appropriate class level, and more than 75% of the colleges made assessment tests mandatory under certain conditions; (3) over 60% of the colleges indicated that academic advising was mandatory for at least some categories of students; (4) a great variation was found in faculty participation in academic advisement; (5) one district and three other campuses had programs to monitor students' academic progress; and (6) career counseling and job placement services were provided at all campuses. (KL)

ED219138 PS012951

Kralj, M. M.; And Others

The Measurement of Parenting Locus of Control.

Spons Agency-Maryland Univ., College Park. Computer Science Center.
Pub Date [81]
Note-29p.; Also supported in part by the University of Maryland Graduate Research Board.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Locus of Control; *Measures (Individuals); *Parent Attitudes; Parent Child Relationship; *Test Construction; *Test Reliability; *Test Validity
Identifiers-*Parenting Locus Of Control Scale

The present study describes the construction of a scale for reliably measuring the extent to which parents form generalized expectancies of the degree to which their children's behaviors are contingent on their own actions as parents. The original 72 statements included in the Parenting Locus of Control (PLOC) scale ascribed cause to one of four domains: parent control, child control, other control (such as that held by peers, siblings, teachers, etc.), and chance control (i.e., fate or luck). Each domain yielded a separate subscale score. Within each subscale an equal number of items dealing with positive and negative outcomes was included, and the attempt was made to represent situations specific to parent/child exchanges concerning home life, school, and health. The PLOC demonstrated good internal consistency and 3-week test-retest stability for two subscales: parent control and chance control. Preliminary evidence for construct validity indicated that the chance control subscale constitutes a parenting-specific measure of expectancy for locus of control independent of social desirability. The parent control subscale did not relate to locus of control but may reflect harmony or absence of conflict in the parent/child dyad. PLOC scores did not differ with regard to age or gender of the parent. The scale produced sufficient evidence of reliability and validity to warrant further development as a research tool. Theoretical and applied aspects of the construct and measure are discussed. (Author/RH)

ED219218 RC013541

Dreier, William H.

The Joining of School Districts In Iowa Since 1966 or Fifteen Years of School Combination Without State Compulsion.

Pub Date Mar 82
Note-14p.; Map of Public School Districts marginally legible.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Community Control; Elementary Secondary Education; Government Role; Local Issues; Rural Population; *School District Reorganization; Small Schools; *State Action; Trend Analysis
Identifiers-*Iowa; People United for Rural Education

Although 1951-1966 marked 15 of the most dynamic, hectic, painful, and questionable years of Iowa school district reorganization, 28 school district reorganizations have come about in the succeeding 15 years without a state law or Department of Public Instruction regulation mandating the elimination of certain kinds or sizes of local school districts. A lobbying group called People United for Rural Education has been one of the most significant factors in allowing local school districts and their citizens to make their own decisions about reorganization. The 28 local education agencies (LEAs) which joined in the last 15 years came from 15 counties and 19 Area Education Agencies. The joining high schools were generally 10 miles or less from each other. All of the 28 LEAs had gone through 1 reorganization. The need for a K-12 enrollment of 300 students does not seem a significant factor, at present, in the creating or keeping of schools. About two-thirds of the LEA decisions to join came in the last 5 years. Among the many pressures which will continue to bring about additional combinations in the next 5 years are declining birthrate, inflation, limited curricular and other learning experiences and parental attitudes. (BRR)

ED219260 SE038762

Greenstone, Sid; Smith, Murray

Primary Astronomy.

Manitoba Dept. of Education, Winnipeg.
Pub Date Feb 81
Note-74p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Astronomy; Elementary Education; *Elementary School Science; Foreign Countries; Resource Materials; *Science Activities; Science Curriculum; Science Education; Science Instruction; Teaching Guides; Units of Study
Identifiers-*Constellations; *Manitoba

Selected materials needed to teach an astronomy unit as well as suggested procedures, activities, ideas, and astronomy fact sheets published by the Manitoba Planetarium are provided. Subjects of the fact sheets include: publications and classroom picture sets available from the National Aeronautics and Space Administration and facts and statistics about the sun, moon, inner planets, outer planets, satellites of the solar system, planetary conjunction of 1981, meteors and meteor showers, comets, the Milky Way, quasars and pulsars, unidentified flying objects (UFO's), and activities of the Manitoba Planetarium. Instructions are provided for making constellation slides and constellation cans, with suggested student activities. Charts of constellations which may be duplicated or used to prepare overhead transparencies are also provided. Astronomy books and audio-visual materials available from the Manitoba Education Library and 16-mm films available from the School Film Services are included. (JN)

ED219383 SP020659

Voeller, Diane; And Others

The Relationship Between Students' and Instructors' Perceptions of Feedback and the Students' Perceptions of the Instructors' Teaching Effectiveness.

North Dakota Univ., Grand Forks. Bureau of Educational Research and Services.
Pub Date Apr 82
Note-20p.
Available from-Bureau of Educational Research and Services, Box 8158, University Station, Grand Forks, ND 58202 ($1.50).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Feedback; Higher Education; *Negative Attitudes; *Student Attitudes; *Student Evaluation of Teacher Performance; Student Teacher Relationship; Teacher Behavior; *Teacher Effectiveness; *Teacher Response

This study examined the relationship between students' and instructors' views of the promotion of feedback and the students' perception of the effectiveness of the instructor as a teacher. The subjects of the study were faculty members and students from the College of Nursing at the University of North Dakota. Data were collected through a semantic differential scale form with 60 questions, including three questions that reflected instructors' interest in giving the students feedback on their work, their willingness to accept feedback from students, and whether instructors provided the opportunity for feedback to take place. The data indicated that there is a strong positive relationship between students' perception of a teacher's promotion of feedback and the students' view of teacher effectiveness. Results also suggested that, if an instructor does not promote feedback (in the eyes of the students), the instructor is seen as a less effective teacher than one who does promote feedback. When a severe discrepancy existed between the students' perception of the teacher's promotion of feedback and the instructor's perception, the instructor was regarded as a less effective teacher than one who does promote feedback. No significant correlation was found between students' and instructors' view of feedback. There was also no significant correlation between the instructors' view of the promotion of feedback given to the students and the students' view of the instructors' effectiveness. The findings suggest that, if, for any reason, it is useful to know how students view various aspects of their education, it is necessary to address the questions directly to them. (JD)

ED219449 TM820477

Fuchs, Douglas; And Others

A Microanalysis of Participant Behavior in Familiar and Unfamiliar Test Conditions.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Report No-IRLD-RR-70

Pub Date Mar 82

Contract No-300-80-0622

Note-30p.; For related document, see ED 203 587

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior Patterns; *Disabilities; Examiners; *Experimenter Characteristics; *Interaction Process Analysis; Preschool Education; *Speech Communication; Test Coaching

Identifiers-*Familiarity; *Microanalysis

In a microanalysis of the behaviors of examiners and handicapped children during videotaped testing sessions, handicapped students performed better with familiar examiners than with unfamiliar examiners. The children spoke significantly more often and longer when tested by familiar examiners who exercised more frequent and longer intervals of silence, and appeared to use eye contact with examinees as a cue in deciding when to speak. Unfamiliar examiners rarely utilized this cue. Familiar examiners also employed largely directive language in contrast to unfamiliar examiners' speech which was more frequently participatory in nature and longer in duration. The clues to understanding why differences between familiar and unfamiliar examiners' behavior affects test performance, and the implications for testing handicapped children are discussed. Silence is shown to be an important examiner behavior

over which test-developers and clinician-trainers should exercise greater control. (Author/CM)

ED219008 HE015248

Johnson, David M.

Graduate Education in Catholic Colleges and Universities: A Report on the ACCU Survey of Graduate Programs.

Association of Catholic Colleges and Universities, Washington, D.C.

Pub Date 82
Note-69p.
Available from-Editorial Offices, Association of Catholic Colleges and Universities, One Dupont Circle, Suite 770, Washington, DC 20036 ($3.00, 1-9 copies; $2.50, 10 or more copies).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Catholics; *Church Related Colleges; College Faculty; Degrees (Academic); *Doctoral Degrees; *Enrollment Trends; Graduate Students; *Graduate Study; Higher Education; Majors (Students); *Masters Degrees; School Surveys; Student Financial Aid

Statistical results of the 1981 Survey of Graduate Programs in Catholic Colleges and Universities, which was conducted by the Association of Catholic Colleges and Universities, are presented. Responses were received from 91 of the 113 Catholic colleges and universities to which the survey was mailed. Summary data are presented for all postbaccalaureate degree programs offered at the institutions, with the exception of professional legal or medical degrees. Separate tables are presented for colleges and universities that reported awarding any doctoral degrees in 1970, 1975, and/or 1980, and institutions that did not award any degrees beyond the master's level in these years. For the nonresponding institutions, enrollment statistics are presented. Information is also presented on fall 1980 enrollment, financial aid, faculty, and degree production on specific graduate programs offered at Catholic colleges and universities. Of the 23 Catholic institutions awarding doctoral degrees in at least one department, 19 responded to the survey. The average number of advanced degrees awarded at the doctorate-granting institutions showed an increase in 1975 compared to 1970, then a decline in 1980. This was true for both master's and doctoral degree production. Degree production at Catholic master's-granting institutions showed a similar pattern. Of the 88 Catholic institutions offering graduate degrees below the doctoral level, 70 responded to the survey. The number of master's-granting institutions increased from 1970 to 1980. These findings are described in narrative form by David M. Johnson, who conducted the study, and introductory comments are provided by Alice Gallin. (SW)

ED219081 IR010374

System Service Alternatives: A Study for the Santiago Library System. Final Report.

California State Library, Sacramento.
Pub Date 82
Note-209p.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Citizen Participation; Community Information Services; Cost Estimates; *Delivery Systems; *Information Services; Institutional Evaluation; Interlibrary Loans; Library Administration; *Library Networks; Organizational Objectives; Program Development; *Public Libraries; Referral; Specifications; State Libraries
Identifiers-*California State Library; Legal Structures; *Santiago Library System CA

The result of a study undertaken by the Santiago Library System (SLS) in Orange County, California, in conjunction with the California State Library, this report presents a complete review of various SLS programs, services, and structures with discussions of alternatives, comparative costs, and comparative advantages and disadvantages for each. Following a preface outlining the nature and focus of the study are a description of the Santiago Library System and a review of the concept of a library system. SLS reference services are then evaluated, with analyses of current levels of services, system service priorities, performance objectives, and alternative service delivery systems. Information and referral services are discussed in relation to the system's reference program. Similar analyses are also presented for SLS programs and services pertaining to cooperative lending (i.e., interlibrary loan), the delivery of library materials, special services to minorities and the handicapped, discretionary services, administrative services, citizen involvement, networking, legal structures, and program implementation. Appended are a copy of the letter from SLS to the California State Library requesting assistance with the study, a copy of a memorandum on the scope and intent of the study, and data tables on SLS member libraries and on public library systems throughout California. (JL)

ED219100 JC820330

Schermerhorn, Leora L., Ed.; And Others

Project COMPAS [Consortium for Operating and Managing Programs for the Advancment of Skills]: A Design for Change.

Illinois Central Coll. East Peoria.

Spons Agency-Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

Pub Date Jan 82

Note-154p.; A joint project of Illinois Central College, IL; Surry Community College, NC; Community College of Allegheny County, PA; William Rainey Harper College, IL; Prairie State College, IL; Seminole Community College, FL; and Joliet Junior College, IL.

Available from-Informational Services, Illinois Central College, East Peoria, IL 61550 ($4.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Class Activities; *Classroom Techniques; *Cognitive Development; Community Colleges; Consortia; *Curriculum Development; Learning Processes; Learning Theories; Program Descriptions; Program Development; Program Effectiveness; Program Evaluation; *Student Participation; Teacher Workshops; Two Year Colleges

Identifiers-*Piagetian Theory; *Project COMPAS

Descriptive and evaluative information is provided in this report on Project COMPAS (Consortium for Operating and Managing Programs for the Advancement of Skills), a cooperative effort between seven community colleges which developed cognitive skills programs for entry-level freshmen. Chapter I reviews the unique features of Project COMPAS, including: (1) the use of Piagetian theory for structuring classroom activities; (2) the use of the Learning Cycle technique, which involves concept presentation and exploration; concept development; and application of learning; and (3) an interdisciplinary approach to curriculum development. After chapter II traces the history of the project, chapter III describes the programs developed at each of the seven schools in terms of site characteristics, administrative support, program design, student recruitment, and program maintenance. Chapter IV highlights the findings of a qualitative and quantitative evaluation of the project, which sought to assess effects on students' skills and cognitive development. Chapter V contains statements by site directors, faculty, and the project evaluator on Project COMPAS, and chapter VII offers a paper on the future of Piagetian programs and suggests strategies for ensuring their survival. Appendices include overviews of Piagetian theory and the Learning Cycle technique, comments on program strengths and weaknesses, sample publicity materials, a faculty directory and a bibliography. (AYC)

ED219160 PS012980

National Study of the Incidence and Severity of Child Abuse and Neglect: Executive Summary.

Development Associates, Inc., Arlington, Va.; Westat Research, Inc., Rockville, Md.

Spons Agency-National Center on Child Abuse and Neglect (DHHS/OHDS), Washington, D.C.

Pub Date 82

Contract No-HEW-105-76-1137

Note-19p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences; *Child Abuse; *Child Neglect; Definitions; Identification; *Incidence; National Surveys; Rural Urban Differences; Sex Differences

Identifiers-*Sexual Abuse

To project national estimates of the incidence and severity of child abuse and neglect in the United States, data were collected on suspected incidents occuring in a sample of 26 counties located in 10 states. The sample included urban, suburban, and rural counties scattered across the nation. In each county, data were collected from the local child protective services agency and from other community institutions for a 12-month period beginning May, 1979, and ending April, 1980. A unique characteristic of this national study was the fact that common definitions of child abuse and child neglect were used for data collection. These definitions required that a child suffer "demonstrable" physical or emotional harm in order to be counted as abused or neglected. Information was gathered on 21 individual forms of child maltreatment. For purposes of analysis these were grouped into six major forms assessing physical abuse, sexual abuse, emotional abuse, physical neglect, educational neglect, and emotional neglect. In addition to forms of maltreatment, data were gathered concerning the incidence and severity of maltreatment, age and sex of victims, demographic variables, and case recognition and reporting. It is concluded that child abuse and neglect in the United States is an underreported problem of major proportions and that no category of children is "immune" to maltreatment. (RH)

ED219179 RC013478

Lantz, Jean

Citizen Me: An Experiential Curriculum for Citizenship Education. Level: Two.

Harris County Dept. of Education, Houston, Tex.

Spons Agency-Texas Governor's Office, Austin. Criminal Justice Div.

Pub Date 79

Grant-JA-79-C03-5874

Note-68p.; For related documents, see RC 013 473-487.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Citizen Role; *Citizenship Education; Citizenship Responsibility; Community Services; *Decision Making Skills; *Friendship; Grade 2; Peer Relationship; Power Structure; Primary Education; Public Service Occupations; Social Behavior; *Social Studies; *Units of Study; Values Education

Identifiers-Citizen Me Project TX; *Ownership; *Sharing Behavior

Integrating concepts of basic citizenship education with community involvement, this experiential curriculum provides a means for developing decision making and critical thinking skills within the existing second grade social studies curriculum. The 10 lessons cover the following concepts: friendly, unfriendly and dependable behaviors; friendship responsibilities; trust; individual, group and public ownership; loaned property; conflict over joint ownership; sharing use and responsibility of co-owned property; taxes; community helpers; public services, jobs and workers: authority; rules; penalties; law; police; crime; and helpful and harmful citizenship behaviors. The lessons aim to: develop the ideas that friendships do not last if people are selfish and inconsiderate, owners of shared property must find ways to share use and responsibility of property, some property is used and owned by everyone in the community, and some people are paid by everyone to provide helpful services for the community; explore personal concepts of responsibility and trust; develop respect for property ownership; investigate the roles of a librarian and a police officer as public authorities; and stimulate the use of public service and discriminate between helpful and harmful citizenship behaviors. Each lesson includes a purpose statement, concepts to be learned, materials needed, student objectives, suggested activities, and black and white illustrations. (NQA)

ED219198 RC013503

Brunson, Quinn.

Morale and Professional Activities in Selected Small North Dakota Schools, No. 5.

North Dakota Univ., Grand Forks. Bureau of Educational Research and Services.

Pub Date Sep 76

Note-53p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Activities; Attitude Measures; Community Support; Comparative Analysis; Definitions; *Group Membership; Interpersonal Relationship; Participation; Professional Continuing Education; Questionnaires; Rural Schools; School Size; *Small Schools; Status; Surveys; *Teacher Administrator Relationship; Teacher Associations; *Teacher Attitudes; *Teacher Morale; Teacher Motivation

Identifiers-North Dakota; *Professional Activities; *Professionalism; Professional Literature

Nine North Dakota school districts, containing fewer than 40 teachers each, were selected and agreed to particpate in a 1976 study of the extent of professional activities by teachers and their level of morale. A survey instrument, developed to determine level of involvement in professional activities, contained questions pertaining to: membership in, and attendance of, national, state, and local organizations; number of sessions of North Dakota Education Association sessions attended (October 1975); number of workshops or seminars attended; hours earned since last degree; professional books and journals read; offices held and presentations made; and self-ranking. The Purdue Teacher Opinionaire, used to indicate level of morale, questioned: rapport with principal and other teachers; satisfaction with teaching; status and salary; teacher load; curriculum; school facilities and services; community support; and community pressure. Findings indicated a tendency toward a positive relationship between degree of professional involvement and level of morale. The level of rapport with the principal and satisfaction with teaching, as individual factors of morale, appeared to have high correlations with professional involvement activities. Appended are a personal data page for professional activities, definitions for the morale factors, and references. (AH)

ED219239 SE038291

Harrell, Daniel E.; Gibbs, Rebecca F.

Continuing Education for Scientists and Engineers: Delivery Systems in North Carolina.

North Carolina State Univ., Raleigh. School of Engineering.
Spons Agency-National Science Foundation, Washington, D.C. Directorate for Science Education.
Pub Date Jun 81
Grant-NSF/SED-81003; SEDR-78-21865
Note-189p.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*College Science; *Delivery Systems; Employee Attitudes; Employer Attitudes; *Engineering Education; *Engineers; Higher Education; Industry; Interviews; *Professional Continuing Education; Professional Development; School Business Relationship; Science Education; *Scientists
Identifiers-National Science Foundation; *North Carolina; Science Education Research

Focusing on the continuing education (CE) of scientists/engineers in North Carolina working in small (1-500 employees), geographically dispersed companies, this study: 1) identified and described CE resources currently being used by scientists/engineers to maintain and extend their professional competence and capabilities; 2) determined the extent of use and the perceived effectiveness of these education resources in meeting CE needs of scientists/engineers; and 3) identified deficit CE needs of scientists/engineers and the preferred delivery systems. Scientists/engineers (N=480) and managers (N=61) were interviewed using instruments developed for the study (included in an appendix). Results are reported under the following headings for 1) scientist/engineer data: description of scientist/engineer participants, participation in structured and unstructured educational resources, personal evaluation of current knowledge in field, objectives for participating in CE, impact of CE on professional growth, preference rating on delivery systems, employee perceptions of employer attitudes, and requested courses and preferred delivery systems; and 2) management official data: description of participating companies, use/support/effectiveness of structured and unstructured educational resources, recognition/reward for participation and annual expenditures for scientist/engineer CE, employer perceptions of scientists'/engineers' objectives for CE, and requested courses and preferred delivery systems. Results, conclusions, recommendations, supporting documentation (statistical tables) and list of desired courses are included. (Author/SK)

ED219280 SE038787

Omans, S. E.; And Others

Workbook for Naval Science 3: An Illustrated Workbook for the NJROTC Student. Focus on the Trained Person. Technical Report 124.

University of Central Florida, Orlando.
Spons Agency-Naval Training Analysis and Evaluation Group, Orlando, Fla.
Pub Date May 82
Grant-N61339-79-D-0105
Note-348p.
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-Astronomy; Electricity; High Schools; Instructional Materials; *Leadership; Meteorology; Military Science; *Military Training; *Physical Sciences; *Remedial Reading; *Secondary School Science; Workbooks
Identifiers-Naval History; *Naval Junior Reserve Officers Training Corps

This workbook (first in a series of three) supplements the textbook of the third year Naval Junior Reserve Officers Training Corps (NJROTC) program and is designed for NJROTC students who do not have the reading skills necessary to fully benefit from the regular curriculum materials. The workbook is written at the eighth-grade readability level as determined by a Computer Readability Editing System analysis. In addition to its use in the NJROTC program, the workbook may be useful in several remedial programs such as Academic Remedial Training (ART) and the Verbal Skills Curriculum, both of which are offered at each of the three Recruit Training Commands to recruits deficient in reading or oral English skills. Topics in the workbook include naval history (1920-1945), leadership characteristics, meteorology, astronomy, and introductory electricity. Exercises include vocabulary development, matching, concept application, and extending learning activities. (Author/JN)

ED219300 S0014054

Johnson, Norris Brock

Theory and Practice in Anthropology: Ethnography and Ethnology in Educational Research.

Pub Date 81
Note-66p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Anthropology; Educational Change; *Educational Research; Elementary Secondary Education; *Ethnography; *Ethnology; Program Descriptions; Theories
Identifiers-*Theory into Action

Using his experiences within an educational research center in the midwestern United States, the author illustrates the manner in which anthropology as a discipline exhibits synthesis between theory and practice. Focus is on the applicability of ethnography and ethnology to matters of theory and practice in educational research. A major goal of the Consortium for Educational Research has been to coordinate the efforts of both researchers and teachers in the design, implementation, and analysis of seven planned educational change projects. The bulk of this report uses anthropological theory to analyze case study data from these nine projects. The purpose of the analysis is to show how patterns of participant relationship can influence school improvement efforts. The projects are described in terms of their patron-client and colleague patterns of participant relationship. Major focus is on project design and implementation. The analysis suggests the need for more collaboratively designed local school improvement projects. Participants must develop and adopt mutually satisfying relationships as a precondition to the implementation of the project itself. Cross-site (ethnological) analysis suggests four strategies for the development of colleague patterns of constituent relationship. A group external to the local school community can more effectively facilitate the development of a locally defined problem-solving strategy by taking into consideration the following: local definition of the problem to be solved; the selection of appropriate technical assistance; pre-project feasibility proposals; ethnographic methods and collegiality. (RM)

Wysong, John V.

An Annotated Bibliography of Isotonic Weight-Training Methods.

Pub Date Jun 82
Note-38p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Athletic Equipment; Athletics; Exercise Physiology; Motor Development; *Muscular Strength; Physical Education; *Physical Fitness; *Program Development; Psychomotor Skills; Secondary Education; *Weightlifting
Identifiers-*Isotonic Weight Training

This literature study was conducted to compare and evaluate various types and techniques of weight lifting so that a weight lifting program could be selected or devised for a secondary school. Annotations of 32 research reports, journal articles, and monographs on isotonic strength training are presented. The literature in the first part of the study justifies the importance of weight training based upon its popularity and benefits. A review and identification of various strength training methods is presented in the second section. Materials in the third section deal with the physiological effect of weight training, addressing the body's reaction to weight training, the aerobic and anaerobic stages in maximal muscular contractions, and the derived strength and aerobic benefits from weight lifting. In the fourth section, studies evaluating various weight lifting techniques are reviewed, comparing repetitions, sets, and number of workouts per week. The fifth section provides research on motivational techniques along with measurement suggestions. A summary of the findings and conclusions based on comparisons of cost and effectiveness lead to four recommendations on equipment and methodology for high school weight training. A glossary of weight training terms is provided. (Author/JD)

ED219428 TM820443

Nitko, Anthony J.

Properties of a Proposed Approximation to the Standard Error of Measurement.

Pub Date Mar 82
Note-18p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, March 20-22, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Error of Measurement; *Estimation (Mathematics); *Mathematical Formulas; Statistical Analysis; Test Reliability
Identifiers-*Garvin (A D)

An approximation formula for the standard error of measurement was recently proposed by Garvin. The properties of this approximation to the standard error of measurement are described in this paper and illustrated with hypothetical data. It is concluded that the approximation is a systematic overestimate of the standard error of measurement computed in the usual way with Kuder-Richardson formula 20. The relative error of the approximation was small for tests of more than 20 items. However, for short, internally consistent tests of the type used in instructional programs, the relative error can be quite large. (Author/BW)

ED219469 UD022450

Zafirau, James; Fleming, Margaret

A Study of Discrepant Reading Achievement of Minority and White Students in a Desegregating School District: Phase IV.

Cleveland Public Schools, Ohio.

Pub Date Jun 82

Note-117p.; For related document see ED 218 390.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Achievement Gains; Compensatory Education; Desegregation Effects; Elementary Secondary Education; Family Income; *Minority Groups; Predictor Variables; *Racial Differences; *Reading Achievement; Regression (Statistics); Remedial Instruction; School Desegregation; Transfer Students; Urban to Suburban Migration; *White Students

Identifiers-*Cleveland Public Schools OH

This report presents supplementary findings of a study on disparities in reading test scores between white and minority students in Cleveland, Ohio, public schools. Phase four results indicate that: (1) proportions of declining reading scores were greatest in those grades where reassignment due to the desegregation plan and building structures was greatest; (2) lowest pretest scorers performed better on the posttest than students in general, suggesting the effectiveness of compensatory education programs for low achievers; (3) among the lowest pretest scorers, whites did better on the posttest than minorities; (4) the top third of students performed poorly on the pretest compared to the national norm but did better than expected when compared with the Cleveland Public Schools norm; (5) the middle group of students performed poorly on the pretest than predicted from overall student performance; (6) a special regression analysis yielded a statistically significant gain for whites but not for minorities, among students who had attended THINK, a remedial reading program; (7) THINK students who scored lowest on the pretest did better on the posttest than a comparable group of non-THINK students, but the reverse occurred for the highest scorers, suggesting that low performing white students benefitted most from THINK; (8) higher-achieving students out-migrated at a greater rate than lower achievers; and (9) family income was a more significant predictor of student out-migration than race. (MJL)

ED219488 UD022482

Shore, Rima, Ed.; And Others

George Washington High School: A Vitalized Transitional Program for Bilingual School Students. E.S.E.A. Title VII Final Evaluation Report, 1980-1981.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
Pub Date 81
Grant-G007905230
Note-52p.; For related document see ED 209 278. Partial funding from Chapter 720 of the New York State Laws.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Achievement; Attendance; *Bilingual Education Programs; English (Second Language); High Schools; *Hispanic Americans; *Limited English Speaking; Mathematics Achievement; Native Language Instruction; *Program Effectiveness; Program Evaluation; Program Implementation; Social Studies; *Spanish Speaking; *Transitional Programs; Vocational Education
Identifiers-Elementary Secondary Education Act Title VII; New York City Board of Education

The Vitalized Transitional Program for Bilingual School Students at George Washington High School in New York City provides instruction in English as a second language, native language arts, and bilingual courses (mathematics, science, social studies, and vocational courses) for Spanish-speaking high school students of limited English proficiency. The aim of the program is to assist students in making the transition to all-English instruction and in completing graduation requirements. This report on the program as it was implemented in 1980-81 describes the program setting; student characteristics; program organization; student placement; instructional services; non-instructional activities (curriculum development, staff development, supportive services, and community involvement); program implementation; and program evaluation. Evaluation indicates that: (1) participants mastered English syntax objectives in accordance with program goals; (2) achievement in mathematics, science, and social studies courses varied; (3) achievement levels in native language and vocational courses were generally above the criterion level; (4) program attendance was significantly better than school-wide attendance; and (5) several program participants received academic honors and scholarships. Recommendations for program improvement are presented. (Author/MJL)

ED219058 IR010226

Fulton, W. R.; And Others

Evaluative Checklist: An Instrument for Self-Evaluating an Educational Media Program in Colleges and Universities. Third Revision.

Association for Educational Communications and Technology, Washington, D.C.
Report No-ISBN-0-89240-031-5
Pub Date Jan 79
Note-21p.; For related document, see IR 010 227.
Available from-Association for Educational Communications and Technology, 1126 16th St., NW, Washington, DC 20036.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Budgets; Check Lists; Curriculum Development; *Educational Media; *Evaluation Criteria; *Facilities; Formative Evaluation; Higher Education; *Learning Resources Centers; Media Selection; *Staff Role

This evaluative checklist for the evaluation of educational media programs in higher education is designed so that it can be self-administered without extensive inventory of all resource items within the program. Fundamental elements included in this checklist are assumed to be common to most educational media programs. These include (1) administrator and teacher commitment to the proper use of educational media for instructional purposes; (2) use of educational media as an integral part of curriculum instruction; (3) accessibility of the media center to the faculty, staff, and students; (4) physical facilities conducive to the proper use of educational media; (5) adequate financing and proper budgeting; and (6) adequate qualified staff. A list of criteria for each of these elements and a profile sheet for developing a profile image of an educational media program based on an evaluation using the checklist are also included. (CHC)

ED219320 SO014179

Gerlach, Jerry

A Look at Academic Positions in Geography, 1974-83.

Pub Date Apr 82

Note-13p.; Paper presented at the Annual Meeting of the Association of American Geographers (San Antonio, TX, April, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Doctoral Degrees; Futures (of Society); *Geography; *Higher Education; *Labor Market; Trend Analysis

This paper looks at the college positions in geography that have become available in the last 8 years and notes their regional distribution. These positions are projected into 1982 and 1983 and compared with the number of individuals qualified to fill them. To measure the number of positions available in geography, the number of new academic positions advertised in the January, February, March, and April issues of the Jobs in Geography (JIG) Section of the Association of American Geographers "AAG Newsletter" from 1974 through 1981 were tabulated. The total number of new positions was compiled for each region of the United States. Conclusions include the following. From 1974 through 1981 the academic job market in geography went through a period of decline. New positions in geography during the period had moved to the Southeast which became the biggest employer of new Ph.D.s. The decline in new positions in geography was paralleled by an even greater decrease in the number of new Ph.D.s graduated. In 1982 there will be a surplus of new positions in excess of Ph.D.s for the first time in many years. The law of supply and demand can be applied to geography positions and this can be interpreted to mean an upcoming surge in graduate school enrollment to fill these surplus jobs. A philosophy change in academia concerning geography will need to happen. College administrators will need to recognize that it is now a seller's market and will have to make adjustments to retain their competent geographers. (RM)

ED219339 SP019961

Australian Council for Educational Research. Fifty-first Annual Report, 1980-81.

Australian Council for Educational Research, Hawthorn.
Pub Date 81
Note-85p.
Available from-Australian Council for Educational Research, 9 Frederick Street, Hawthorn, Victoria 3122, Australia.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Research; Educational Testing; *Educational Trends; Elementary Secondary Education; Foreign Countries; Futures (of Society); Learning Processes; Library Services; Outcomes of Education; Professional Associations; Professional Services; *Program Development; *Research Needs; *Research Projects; Teacher Effectiveness
Identifiers-Australia; *Australian Council for Educational Research

The introduction to this annual report traces the history, activities, and growth of the Australian Council for Educational Research (ACER), and notes future challenges facing ACER. Abstracts are presented of seven papers which were delivered at the Invitational Conference on Societal Change held in August 1980 at the University of Melbourne. Reports are given on the progress of six programs continuing under ACER's sponsorship. These programs focus on: (1) learning and teaching; (2) social context of education; (3) measurement and evaluation; (4) library and information services; (5) survey and psychometric services; and (6) advisory services. Information on ACER publications and staff is included. (JD)

ED219405 TM820416

Frisbie, Richard D.

Field Analysis: Something More Than Needs Assessment.

Pub Date Oct 81
Note-39p.; Paper presented at the Annual Meeting of the Evaluation Network (Austin, TX, October 2, 1981).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Change; Evaluation Criteria; *Evaluation Methods; Mathematical Models; Measurement Techniques; *Needs Assessment; Planning; Resource Allocation
Identifiers-*Field Analysis

Needs assessment almost always focuses on the assessment of change, change from the real to the ideal, present to future, actual to expected, and so on. As a result, most definitions of need can be represented by a mathematical-style change formula. However, most presentations of the concept of change do not completely represent the complexity of the actual needs assessment process. In contrast, field analysis is the process through which changes in a system and its environment are clearly described, so that these changes can be judged to represent either needs, opportunities, or costs. Some of the steps in conducting a field analysis include: defining the field, determining the change to be considered, characterizing the change, and appraising the change. In this view, needs assessment is a subject of field analysis. (Author/CM)

ED219025 HE015291

Jones, Virginia

Report on the Use of the COMP Objective Test and Activity Inventory to Assess Nazareth College General Evaluation Outcomes.

Nazareth Coll., MI.

Pub Date Feb 82

Note-26p.; For related documents see HE 015 290 and HE 015 311.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Ability; Achievement Gains; *College Freshmen; College Role; *College Seniors; Communication Skills; Comparative Analysis; *General Education; Higher Education; Humanistic Education; Individual Development; *Outcomes of Education; Private Colleges; Problem Solving; Socialization; Values Clarification

Identifiers-College Outcome Measures Project; *Nazareth College MI

The American College Testing Program's College Outcome Measures Project (COMP) Objective Test and Activity Inventory were administered to 93 Nazareth freshmen in fall 1980 and to 36 seniors in spring 1981. Results provided data on the actual level of student performance in relation to several key general education outcomes and comparisons of Nazareth students with groups at other institutions. They also indicated the amount of anticipated growth in certain student skills (in communicating, problem-solving, values clarification, functioning within social institutions, using science and technology, and using the arts) as a consequence of the college program. It was concluded that (1) Nazareth freshmen are slightly lower in entrance ability than freshmen in the norm group, but score close to the mean in all the specific areas measured by the study; (2) Nazareth seniors were also somewhat lower in entrance level ability than the senior norm group, but compared favorably in most areas with students in the reference group; and (3) significant growth is likely to occur for the freshmen who remain at Nazareth College for 4 years. (Author/MSE)

Chaffee, Ellen Earle

Environmental Decline and Strategic Decisionmaking. ASHE Annual Meeting 1982 Paper.

Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Mar 82
Contract No-400-80-0109
Note-30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 2-3, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Associate Degrees; Bachelors Degrees; College Instruction; *Economic Factors; *Financial Problems; Financial Support; Full Time Students; Higher Education; Income; *Institutional Characteristics; Masters Degrees; Part Time Students; *Private Colleges; Resource Allocation; *Retrenchment; School Location; School Size; Selective Admission
Identifiers-*ASHE Annual Meeting; *Institutional Survival

Forty private colleges that experienced rapid revenue decline from 1973 to 1976 were assessed in relation to factors accounting for recovery from financial decline. One subset of the 40 colleges showed dramatic recovery in total revenues during 1976 to 1979; the other continued to decline. These groups are compared, using data from the Higher Education General Information Survey (HEGIS). Attention is directed to financial characteristics, variables that are less subject to management (such as age, size, location, and selectivity), and those that are more subject to management (such as programs offered, revenue configurations, and expenditure pattern). Typically, colleges that made a dramatic recovery were small, young, nonselective liberal arts colleges that added a few two-year programs, catered to part-time students, emphasized instruction, and had relatively few revenue sources. Those that continued to decline were large at first, fairly selective, liberal arts and comprehensive colleges in rural areas. They did not add degree levels, but did tend to offer levels other than the baccalaureate. They also added masters programs, enrolled almost entirely full-time students, and spent a decreasing proportion of their budgets for instructional purposes. If common ideas about vulnerability to decline are accurate, these results suggest that a less vulnerable institution that finally succumbs to decline is exceptionally resistant to recovery, or different factors contribute to experiencing rapid decline than to recovering from it. Directions for further study are suggested. (Author/SW)

ED219119 JC820379

Hodges, Daniel L.

Student Dropout Rates: Some Key Findings and Their Implications for What Teachers and Counselors Can Do.

Lane Community Coll., Eugene, Oreg.

Pub Date Aug 82

Note-9p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Persistence; Community Colleges; *Counselor Role; *Dropout Prevention; Dropout Research; *Enrollment Influences; *School Holding Power; Student Teacher Relationship; *Teacher Role; Two Year Colleges; Two Year College Students; Withdrawal (Education)

A review of research on student attrition suggests eight factors influencing students' decisions to remain in a course or in college that may respond to college, counselor, and teacher interventions. First, as low grades are consistently revealed as contributing to attrition, appropriate course placement, basic skills instruction, criterion-based testing and grading, and other techniques that promote student success may foster persistence. Second, poor study habits and skills are also related to attrition, and college staff should disseminate information on effective study methods and memorization skills. Third, the higher the level of students' educational plans, the more likely they are to persist; thus instructors and counselors should help students develop and maintain specific and realistic educational goals. Fourth, student commitment to program completion affects retention, and college staff can help students develop and maintain commitment and motivation. Fifth, sensing that instructors care about their progress fosters students' persistence. Sixth, by contacting students in academic difficulty, teachers and counselors may be able to prevent their dropping out. Seventh, the use of individualized instruction tends to enhance persistence, and finally, an organized program of student support can promote the retention of even high risk students. This paper links retention strategies to key research findings and offers cautions about the strategies' limitations. (KL)

Mayfield, Margie I.; And Others

British Columbia Kindergarten Needs Assessment 1980: General Report. A Report to the Ministry of Education, Province of British Columbia.

British Columbia Dept. of Education, Victoria.
Report No-ISBN-0-7719-8578-9
Pub Date Mar 81
Note-246p.; For related document, see PS 012 953.
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Administrator Attitudes; Admission (School); Class Organization; Classroom Environment; Curriculum Guides; Early Childhood Education; Enrollment Trends; Foreign Countries; Individual Needs; *Kindergarten; *Needs Assessment; *Parent Attitudes; Parent Participation; Parent Role; *Program Evaluation; Surveys; *Teacher Attitudes; Teacher Characteristics; Teacher Qualifications; Teaching Experience
Identifiers-*British Columbia; Continuity

The procedures, results, and recommendations of the 1980-81 British Columbia Kindergarten Needs Assessment, the first province-wide kindergarten survey to investigate all aspects of the kindergarten program, are presented in this general report. Kindergarten teachers, district administrators and supervisors of licensed preschools, and a sample of school administrators and first-grade children received questionnaires. Recommendations were made in the following areas: curriculum revision and content, teacher education and qualifications, admission policies, funding, facilities, class size and organization, role of parents, evaluation of children, support services, and future research. (Author)

Carlson, Steven A.; Denney, Evan

Planning In Rural Areas: Evaluation of The Land Resource.

Pub Date 26 Apr 82
Note-13p.; Paper presented at the Annual Meeting of the Association of American Geographers (78th, San Antonio, TX, April 26, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Analysis; Environmental Influences; Human Geography; *Land Use; Master Plans; *Planning; *Rural Areas; Services; *Site Analysis; Teamwork
Identifiers-Constraints; *Impact Studies; Montana (Helena)

A rural land use project originated in the early 1970s when a landowner approached the University of Montana's Department of Geography asking for assistance in planning the use of more than 10,000 acres. The planning process evolved into four phases; the first three phases (biophysical assessment, capability analysis, and master planning) have been completed and Phase 4, site planning, is forthcoming. Biophysical assessment was the process of systematically defining characteristics of the land resource/environment as a basis for subsequent decision-making. Those data were then used in the capability analysis to assess ability of the resource to support various kinds of activities. Using the "relatively objective" capability assessment, the Master Plan evolved by evaluating appropriate use patterns through assessment of the suitability of specific parcels for various uses given cultural, economic, political, and environmental constraints. An integrated team-design approach was used in the Master Plan whereby social organization and supportive service elements were comingled utilizing land capability and sociological wisdom. While the planning did not develop a perfect system, it does demonstrate that economically and environmentally sound decisions are not mutually exclusive, particularly in rural areas where the unique ability exists to tailor land-use decisions to land capabilities and constraints. (BRR)

ED219261 SE038764

Good, Thomas L.; Grouws, Douglas A.

Experimental Research in Secondary Mathematics Classrooms: Working with Teachers. Final Report.

Missouri Univ., Columbia. Coll. of Education.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date May 81

Grant-NIE-G-79-0103

Note-376p.; Document contains occasional marginal legibility.

EDRS Price - MF01/PC16 Plus Postage.

Descriptors-*Educational Research; Instruction; Mathematics Curriculum; *Mathematics Instruction; *Problem Solving; *Program Descriptions; Program Design; Secondary Education; *Secondary School Mathematics; Secondary School Teachers; *Teaching Methods; Testing

Identifiers-*Mathematics Education Research

This study involved secondary teachers in the evaluation, modification, and use of a program built and experimentally tested in elementary schools. Program reactions were gathered from teachers who would eventually use the program, and evaluations were also obtained from instructors outside the experiment. Evaluations from both groups were similar. A three-group design was used in testing that consisted of partnership, treatment, and control teachers. No differences in degree of program implementation were found between partnership and treatment teachers, but both of these groups implemented more than the control instructors did. Among other findings, program teachers differed notably from control teachers in that program instructors used more problem-solving strategies. Further, significant differences in problem-solving scores were noted for program pupils when contrasted to students in control classes, and gains in student achievement were paralleled by higher problem-solving implementation scores in program instructional situations. This document covers general issues in program implementation and working with secondary teachers, and concludes with suggestions for future investigation. (MP)

ED219429 TM820444

Wolfle, Lee M.; Robertshaw, Dianne

Racial Differences in Measurement Error in Educational Achievement Models.

Pub Date Mar 82

Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement; *Analysis of Covariance; Black Students; *Error of Measurement; *Estimation (Mathematics); Factor Structure; Least Squares Statistics; Longitudinal Studies; *Parent Background; *Racial Factors; Research Problems; Secondary Education; Statistical Bias; Statistical Significance; White Students

Identifiers-*Covariance Structural Analysis; Joreskog (Karl G); Occupational Status

Comparisons between whites and blacks in models of educational achievement were found to be suspect when based solely on least-square estimates, since the estimates are biased by measurement error varying by race. In this study, white high school seniors were shown to report their parents' status characteristics more reliably than black high school seniors. Data were drawn from the National Longitudinal Study of the High School Class of 1972 as the seniors moved into early adult years. Variables included father's and mother's educational attainment in the base year and first followup year, and father's occupation measured by Duncan's socioeconomic index adjusted to the 1970 census occupation classification. Simultaneous covariance structure analysis methods developed by Joreskog were used in estimating measurement parameters for both groups. Explicit statistical tests of group differences in measurement error patterns are described. (Author/CM)

ED219450 TM820478

Scheuneman, Janice Dowd
Item Bias and Test Scores.
Pub Date Mar 82
Note-25p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, March 20-22, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Latent Trait Theory; Research Methodology; *Research Problems; Simulation; *Test Bias; *Test Items

The connection between item bias and test scores was investigated using a simulation approach. Two samples of hypothetical examinees were simulated using an item response theory model. The two samples were identical, except that the mean theta value 1 sample was 5 less than the other. The simulated tests consisted of 50 items with characteristics which varied with the difficulty of the test for the group, the distribution of 6 values, the mean discrimination of items, and the condition of bias. The study resulted in several hypotheses concerning desirable characteristics of tests given that the actual amount and condition of bias in the tests is unknown: (1) the differences in true score between groups was larger with the peaked distribution than with the uniform distribution; (2) tests with relatively low discrimination appear to produce larger differences; (3) tests which are relatively easy for the high scoring group should have more rectangular distributions; (4) tests which are quite difficult seem to produce smaller differences when they are peaked; and (5) for tests with medium or high average discrimination, tests with difficulty centered between the groups appear to be least likely to produce inflated differences due to bias. (Author/BW)

ED219059 IR010227

Fulton, W. R.; And Others

Evaluative Checklist: An Instrument for Self-Evaluating an Educational Media Program in School Systems. Third Revision.

Association for Educational Communications and Technology, Washington, D.C.
Report No-ISBN-0-89240-030-7
Pub Date Jan 79
Note-21p.; For related document, see IR 010 226.
Available from-Association for Educational Communications and Technology, 1126 16th St., NW, Washington, DC 20036.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Budgets; Check Lists; Curriculum Development; *Educational Media; *Evaluation Criteria; *Facilities; Formative Evaluation; *Learning Resources Centers; Media Selection; Public Schools; *Staff Role

This evaluative checklist for the evaluation of educational media services in public schools is designed so that it can be self-administered without extensive inventory of all resource items within the program. The elements contained in this checklist are assumed to be common to most educational media programs. These include (1) administrator and teacher commitment to the proper use of educational media for instructional purposes; (2) the use of educational media as an integral part of curriculum and instruction; (3) accessibility of the media center to faculty, staff, and students; (4) physical facilities conducive to the proper use of educational media; (5) adequate financing and budgeting; and (6) adequate qualified staff. A list of criteria for each of these elements and a profile sheet for developing a profile image of an educational media program based on an evaluation using the checklist are also included. (CHC)

ED219082 IR050065

Brandhorst, Ted, Ed.; And Others

ERIC Processing Manual. Rules and Guidelines for the Acquisition, Selection, and Technical Processing of Documents and Journal Articles by the Various Components of the ERIC Network.

Educational Resources Information Center (ED/NIE), Washington, DC.; ERIC Processing and Reference Facility, Bethesda, Md.; ORI, Inc., Bethesda, Md. Information Systems Div.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Sep 80

Contract No-400-81-0003

Note-788p.; Supersedes previous edition ED 092 164. Loose-leaf, updated continuously. See related documents, IR 050 066-073.

Available from-ERIC Processing and Reference Facility, 4833 Rugby Ave., Bethesda, MD 20814 ($40.00).

EDRS Price - MF05/PC32 Plus Postage.

Descriptors-*Abstracting; *Cataloging; Databases; Documentation; *Indexing; *Information Processing; Information Storage; Information Systems; Lexicography; Library Science; *Library Technical Processes; *Thesauri

Identifiers-*ERIC

This loose-leaf manual provides the detailed rules, guidelines, and examples to be used by the components of the Educational Resources Information Center (ERIC) Network in acquiring and selecting documents and in processing them (i.e., cataloging, indexing, abstracting) for input to the ERIC computer system and subsequent announcement in "Resources in Education" and "Current Index to Journals in Education." It also covers the procedures to be followed in maintaining the indexing vocabularies (the "Thesaurus of ERIC Descriptors" and the "Identifier Authority List"). The major sections of the manual are entitled: Acquisitions, Selection, Handling and Shipping, Cataloging, Abstracting/Annotating, Indexing, Vocabulary Development and Maintenance (Part 1- Descriptors, Part 2- Identifiers), Database Changes (Post Publication). There are two appendixes: ERIC Clearinghouse Scope of Interest Guide; Glossary of Terms. This manual will be of interest to all organizations that use the ERIC database. A detailed index facilitates its use. (TB)

ED219180 RC013479

Javora, Angela
Yo Ciudadano: Un Curriculo de Experiencias Para Educacion Civica Nivel: Tres (Citizen Me: An Experiential Curriculum for Citizenship Education. Level: Three).
Harris County Dept. of Education, Houston, Tex.
Spons Agency-Texas Governor's Office, Austin. Criminal Justice Div.
Pub Date 81
Grant-JA-79-C03-5874
Note-108p.; For related documents, see RC 013 473-487. Translated by Pablo Guerra.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Bilingual Instructional Materials; Citizen Role; *Citizenship Education; *Citizenship Responsibility; Crime Prevention; Curriculum Guides; *Decision Making Skills; Grade 3; Learning Activities; Primary Education; *Safety Education; *Social Studies; *Units of Study; Values Education
Identifiers-Citizen Me Project TX

Integrating concepts of basic citizenship education with community involvement, this experiential curriculum provides a means for developing decision making and critical thinking skills within the existing third grade social studies curriculum. The 10 lessons, translated into Spanish, cover school rules as personal safety measures, consequences of not knowing rules, rules for everyone, rules as a joint responsibility, personal responsibility for crime prevention, and need for rule enforcers. Lessons aim to: (1) stimulate concern for maintaining personal and others safety, for the responsibility for one's actions, and for preventing injury to self or damage to personal property; (2) create awareness of rule makers as rule obeyers, of the rules a school service worker must follow to meet job expectations, that rules work only when each person meets his responsibility, and that good citizenship includes reporting hazards, crime and appreciation for good services; (3) develop insight into the reasons for rules, the need for rule enforcers to protect the citizen's rights, and good citizenship; and (4) expose students to procedures for reporting hazards, crime and appreciation for good services. Each lesson includes a purpose statement, concepts to be learned, time and materials needed, student objectives, suggested activities, evaluation criteria, and black and white illustrations. (NQA)

ED219199 C013504

Holseth-Broekema, Karen; Duffey, Martha Pat

Mental Health Services for Older Adults Living in a Rural Wisconsin Area: Program and Treatment Issues.

Pub Date 26 Jul 81

Note-31p.; Paper Presented at the National Institute on Social Work in Rural Areas (6th, Beaufort County, SC, July 26-29, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Clinical Diagnosis; Community Education; Credibility; Depression (Psychology); Grief; *Home Bound; Human Services; Interpersonal Relationship; *Marital Instability; *Mental Health Programs; *Older Adults; Outreach Programs; *Parent Child Relationship; Physical Disabilities; Rural Areas; *Rural Population; Sexuality; Social Work; Social Workers

Identifiers-Gossip; Wisconsin (Waushara County)

The report describes a 3-day, two-part (community education and in-home counseling) rural elderly mental health project conducted in Waushara County, Wisconsin, during 1980-81. The first section details activities of the two components and the second section reports the clinician's experiences in the project. As covered in the first section, working with 36 in-home elderly and 308 elderly who attended education sessions results in these findings: (1) 86% suffered from depression (17% from loss of loved ones, 21% from marital problems, 48% from health problems); (2) accurate assessment required contact with other agencies; (3) establishing trusting relationships took longer than expected; (4) home settings promoted rapport; (5) in-home counseling was expensive, but necessary; (6) elderly were receptive to the education component; and (7) gossip was an unanticipated problem in the education component. In the second part, the clinician tells of her project experiences in working with elderly marital problems, sex counseling, parent-child relations, and chronic mild depression. The report concludes that the assignment of a particular clinician to work with the elderly strengthened the clinician's sensitivity to elderly issues and enhanced visibility within the community; however, the strain and emotional drain on the clinician were great. (AH)

ED219281 SE038788

Jacobs, Mary Lynn, Ed.

Energy Storage. Teachers Guide. Science Activities in Energy.

Oak Ridge Associated Universities, Tenn.
Spons Agency-Department of Energy, Washington, D.C. Office of Energy Research.
Report No-DOE/NBB-0003
Pub Date May 82
Contract No-DE-AC05-76OR00033
Note-40p.; For related documents, See ED 170 132-133 and ED 152 529-532.
Available from-U.S. Department of Energy, Technical Information Center, P.O. Box 62, Oak Ridge, TN 37830.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Activity Units; Electric Batteries; *Elementary School Science; Elementary Secondary Education; *Energy; Environmental Education; Motion; *Physical Sciences; *Science Activities; Science Education; *Secondary School Science; Teaching Guides
Identifiers-*Energy Education; *Energy Storage

Included in this science activities energy package for students in grades 4-10 are 12 activities related to energy storage. Each activity is outlined on the front and back of a single sheet and is introduced by a key question. Most of the activities can be completed in the classroom with materials readily available in any community. Among the questions introducing activities are: (1) Will water which is twice as high fall out of a container twice as far? (2) Which has more energy: one teaspoon of alcohol or one teaspoon of alcohol gel? (3) How far can a balloon rocket go on compressed air in one full balloon? (4) Will flashlight batteries that are twice as large last twice as long? (5) How much longer does a C-size battery last when it is turned on-and-off compared to continuous use? (6) Will rye flour cause a bigger boom than wheat flour? (7) Will a flywheel that goes twice as fast go twice as long? (8) Will a flywheel made of 3/4 inch plywood spin 3 times longer than one made of 1/4 inch plywood? and (9) Will a spool go twice as far if its rubber band motor has twice as many turns? (JN)

ED219301 SO014055

Johnson, Norris Brock

A Model for the Ethnographic Study and Description of Schooling as Structure and as Process. Final Report.

North Carolina Univ., Chapel Hill. Dept. of Anthropology.
Spons Agency-Spencer Foundation, Chicago, Ill.
Pub Date 1 May 80
Grant-B-393
Note-81p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Classroom Observation Techniques; Cross Sectional Studies; *Educational Anthropology; Educational Research; Elementary Secondary Education; *Ethnography; Longitudinal Studies; *Models; *Public Schools

This final report presents and discusses a model for an ethnographic study of a K-12 public educational system. To develop the model the author investigated the structure and process of a small, rural educational system. The purpose of the research was the refinement of educational anthropology observation methods and classroom sampling procedures. The model suggests the use of two classroom observation strategies: (1) cross-sectional observation which defines, describes, and provides an empirical base for conceptualizing and explaining the interrelationships of single units such as classrooms and grade levels; and (2) longitudinal observation which defines, describes, and explains activities and events occurring over time within a single unit. The model also suggests a narrative qualitative method by which the nature of schooling can be more accurately described and presented. For example, the data can be reported in a narrative format communicating a sense of and prosaic feeling for what it's like to "go through" American public schooling. Both behavioral and analytic notes should be presented side by side. Excerpts from the elementary school data collected by the author illustrate this presentation format. The report concludes with a section that summarizes the research project activities and reviews pending research tasks. (RM)

ED219340 SP020036

Shields, James J., Jr.; Daniele, Richard
Teacher Selection and Retention: A Review of the Literature.
Pub Date [82]
Note-48p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Assessment; Educational Change; Educational Policy; Educational Research; Elementary Secondary Education; Minority Group Teachers; *Teacher Background; Teacher Certification; Teacher Characteristics; Teacher Employment; *Teacher Evaluation; *Teacher Qualifications; *Teacher Selection
Identifiers-National Teacher Examinations

This essay provides a policy analysis and literature review of selected issues in teacher quality and selection. The first section discusses developments in: (1) teacher quality; (2) quality and selection of minority group teachers; (3) the validity of the National Teacher Examination (NTE); (4) state certification; (5) local eligibility requirements; (6) competency-based teacher education and certification; (7) competency testing; and (8) local efforts to reform teacher selection criteria. In the second section of the essay, studies that pertain to the relationships among teacher presage variables and desirable student outcomes are discussed. Teacher presage variables are defined as characteristics that teachers possess before they enter the classroom, including NTE scores, college grades, years of experience and certification, race, and personality traits. A conclusion summarizes findings in these areas. A list of 75 references is appended. (FG)

ED219362 SP020550

Osguthorpe, Russell T.; And Others

The Body Revolution. Revolutionize Your Life Through Nutrition, Behavior Change and Fitness. Teacher's Guide.

Utah State Office of Education, Salt Lake City. Div. of Vocational Education.
Pub Date 82
Note-62p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Attitude Change; *Behavior Modification; *Body Weight; Continuing Education; Dietetics; *Eating Habits; Elementary Secondary Education; *Health Education; Learning Activities; *Nutrition; Obesity; Performance Contracts; *Physical Fitness; Reinforcement; Self Help Programs

This guide is designed for teachers of the "Body Revolution" weight control program. The program may be used either in conjunction with a school program or as an activity for adults in community education programs. The emphasis of the program is on weight loss. Activities are outlined that focus on behavior change, nutrition, and physical fitness. The program is individualized and based on personal performance contracts agreed upon by each student at the beginning of the sessions. The appendices include materials, films, ideas, and handouts that may be used to augment the program. (JD)

ED219384 SP020714

Benderson, Albert, Ed.

Teacher Competence. Focus 10.

Educational Testing Service, Princeton, N.J.

Pub Date 82

Note-28p.; Theme issue with title "Teacher Competence."

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Competency Based Teacher Education; *Educational Quality; Educational Trends; Futures (of Society); Higher Education; *Instructional Improvement; *Preservice Teacher Education; Professional Recognition; *Schools of Education; Teacher Certification; *Teacher Effectiveness; *Teacher Evaluation; Teaching (Occupation); Teaching Skills

Identifiers-*Extended Degree Programs

The quality of teaching, teachers, and teacher education is examined. An essay appraises current research and public opinion on teacher competence, noting efforts by school districts, teacher education institutions, and professional teacher associations to improve the quality of teachers. Minimum competency examinations, provisional certification, and inservice training are discussed. A workshop program which trains school administrators in evaluating and improving teacher performance is described. The program, offered on a district level, focuses on creating a supervisory partnership between the administrator and teacher. Examples of the trends toward 5-year teacher education programs and competency based teacher education programs are given. (FG)

ED219406 TM820417

Goodstein, H. A.

The Impact of Implementing a More Rigorous Standard for Determining the Reliability of Proficiency Tests.

Pub Date Mar 82
Note-65p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Basic Skills; Criterion Referenced Tests; *Educational Testing; Elementary Secondary Education; Measurement Objectives; *Minimum Competency Testing; *Standards; Test Construction; *Test Interpretation; *Test Reliability; Test Theory; Test Validity
Identifiers-*Domain Specifications; Tennessee Proficiency Test

The proposed standard for judging proficiency test score reliability requires that the proportion of items passed for each objective assessed be a dependable estimate of the universe score for the domain strata established by the objective. Domain breadth is the focusing issue. Data from a field trial of the Tennessee Proficiency Test are analyzed to determine the dependability of measurements for each objective and the minimum number of items needed to assess each objective reliably. The test reports performance in each of four domains (mathematics, reading, language, and spelling) as a single summative score contrasted with the standard to describe a student as a master or non-master. The reasonableness of criterion-referenced interpretation of scores, the usefulness of empirical approaches to strengthening the power of the interpretations and implications of the findings for the construction of proficiency tests are discussed. (Author/CM)

ED219470 UD022452

What is the Lau Decision? What Does it Mean for Maine?

Maine State Dept. of Educational and Cultural Services, Augusta.
Pub Date 76
Note-20p.; Printed under Appropriation 3201-3138.
Available from-Maine Department of Educational and Cultural Services, Office of Language and Acquisition, State House Station #23, Augusta, ME, 04333 (write for price; document also available in French, Vietnamese, Laotian and Khmer).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Bilingual Education; Bilingual Education Programs; *Court Litigation; Elementary Secondary Education; English (Second Language); *Equal Education; Ethnic Discrimination; *Federal Legislation; Minority Groups; Native Language Instruction; Racial Integration; *School Responsibility
Identifiers-*Civil Rights Act 1964 Title VI; Equal Educational Opportunities Act 1974; *Lau V Nichols; Limited English Speaking; National Origin Desegregation Assistance Centers; San Francisco Unified School District CA

Lau vs Nichols is a 1974 Supreme Court decision which charged that the San Francisco Unified School District had denied equal educational opportunity to non-English-speaking students by failing to provide them with any special language instruction. The court decision was based on Title VI of the Civil Rights Act of 1964 which provides against discrimination in Federal programs, and on a Department of Health, Education, and Welfare memorandum that presents guidelines concerning school district responsibilities toward minority group children deficient in English language skills. The decision stimulated action toward equal educational opportunities for language minorities and resulted in the establishment of National Origin Desegregation Centers (NODAC) which help local school districts meet national origin minority students' needs. An Office of Civil Rights Task Force formulated the Lau remedies, guidelines based on the Lau decision, for meeting the educational needs of limited English speaking students through bilingual and other programs designed to bring program participants up to the educational levels of their English speaking peers. Complimenting the provisions of the Lau remedies is the Equal Educational Opportunities Act of 1974 which gives language minorities a statutory right to demand effective language programs from all school districts. (Author/MJL)

ED219489 UD022483

Shore, Rima, Ed.; And Others

Native Language Reading Approach Program. E.S.E.A. Title VII Final Evaluation Report, 1980-1981.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date 81

Grant-G007904168

Note-36p.; For related document see ED 206 747.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bilingual Education Programs; *Bilingual Teacher Aides; *Bilingual Teachers; Demonstration Programs; Elementary Education; Greek; *Inservice Teacher Education; Italian; *Limited English Speaking; Native Language Instruction; Program Implementation; *Reading Instruction; Spanish; Spanish Speaking; Trainers; *Transitional Programs

Identifiers-Elementary Secondary Education Act Title VII; French Creole; New York City Board of Education

The Native Language Reading Approach Program of the New York City Public Schools was developed as an on-site, demonstration training program for teachers and teacher aides involved in helping students to transfer reading skills from their native language to English. As implemented in 1980-1981, the program served teachers/teaching aides of Haitian, Greek, Italian, and Hispanic Elementary school students of limited English proficiency in six New York City school districts. The program strategy involved the use of resource specialists who exposed staff to on-the-job and degree-related training in applying improved techniques for teaching reading in the native language. This report describes the districts which participated in the program; teachers/teacher aides and students involved in the programs; program organization; and the details and problems of implementing the Greek, Haitian, Italian, and Spanish components respectively, in specific districts. Several advantages of the program are identified, but problems of organization are recognized as well. Recommendations for program improvement are presented. (Author/MJL)

ED219009 HE015251

Patel, Vimla; Cranton, Patricia A.

An Alternative Study of Transfer of Learning in Clinical Evaluation.

Pub Date Mar 82
Note-37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Objectives; Classroom Observation Techniques; *Clinical Experience; Cognitive Objectives; *Educational Environment; Educational Research; Ethnography; Higher Education; Intellectual Disciplines; Interpersonal Competence; Knowledge Level; Learning Experience; *Medical Education; Performance; Problem Solving; Research Methodology; *Skill Development; Specialization; Student Attitudes; *Transfer of Training

The use of an alternative methodology to study transfer of learning in clinical instruction during medical school was investigated. The environment in which clinical instruction takes place was examined, after which hypotheses were proposed and tested in a quasi-experimental design. The first phase of the study, an ethnographic analysis of the teaching and learning environment, revealed that different disciplines (medicine, pediatrics, and surgery) provided quite different environments for the students. Different types of learning (factual knowledge, problem-solving, technical skill, interpersonal skill, and attitude toward health care) were emphasized in each discipline; students were involved in varying activities for varying amounts of time; and the roles of the individuals involved in the teaching process (residents, interns, attending staff) differed among the rotations. Both of the following hypotheses were partially confirmed: (1) the different disciplines in the clerkship program would facilitate different types of learning, and (2) there would be no significant transfer of learning among the disciplines. Factual knowledge and problem-solving were facilitated by different disciplines. These two types of learning were also the ones that appeared to transfer from one discipline to the other. The remaining types (interpersonal skill, technical skill, and attitude toward health care) showed no evidence of being transferred. These results indicate that the clinical teaching and learning process is complex, and it is suggested that educators consider the variety of tasks that students undertake, the situations encountered, and the types of abilities required. A bibliography is appended. (SW)

ED219101 JC820331

Workman, John F.; And Others

Mental Health/Counseling Needs Assessment.

Pub Date 16 Oct 81

Note-24p.; Paper presented at the Fall Conference of the California College Personnel Association (La Jolla, CA, October 16, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Colleges; *Counseling Services; Health Needs; Mental Health; Needs Assessment; Questionnaires; School Surveys; *Stress Variables; *Student Problems; Two Year Colleges; *Two Year College Students

Identifiers-*Los Angeles Valley College CA

A study was conducted in fall 1980 at Los Angeles Valley College (LAVC) to develop a greater understanding of the mental health/counseling needs of students. Specifically, the study sought to determine which stress-inducing conditions (stressors) had the greatest effect on students and the kinds of interventions and strategies that might be appropriate and effective in meeting student needs. An objective test based on the Holmes and Rahe Stress Scale and an open-ended survey of students' perceptions of stressful situations in their own and friends' lives were administered to 124 students enrolled in five health classes at LAVC. Findings from the objective survey indicated that: (1) the most frequently cited stressors were financial worries, general worry, increased workload at school, chronic car trouble, and a change in living conditions; and (2) ranked in terms of degree of stress caused, the main stressors were serious argument with instructor, death of a close friend, failure in an important course, and pregnancy. Results from the open-ended survey indicated that of eight major categories, personal/social and academic factors were the main stress inducers. The study conclusions emphasize the need for timely counseling intervention to aid students in times of stress. The study report includes a discussion of stress and the survey instruments. (HB)

ED219161 PS012983

Field, Tiffany; And Others

Leavetakings and Reunions of Infants, Toddlers, Preschoolers and Their Parents.

Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.

Pub Date [78]

Note-24p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences; *Attachment Behavior; Checklists; Comparative Analysis; *Infants; Longitudinal Studies; Observation; *Parent Child Relationship; *Parents; *Preschool Children; Preschool Education; Sex Differences; *Social Behavior

Identifiers-Separation Anxiety; *Toddlers

The leavetakings and reunions of infants, toddlers, preschoolers, and their parents were observed as 56 children were dropped off and picked up at nursery school. During the pilot phase of the study, shorthand running records were made of the behaviors of each child and his or her parent for all of their leavetaking and reunion episodes. From 100 running records, checklists were derived to represent behaviors characteristically observed. During the 6-week observation phase of the study undertaken at the beginning of the fall semester, 15 randomly selected leavetakings were observed for each child. Six months later, 10 leavetakings and 10 reunions were observed for each child during an additional 6-week period. A complete set of observations was produced for 40 children. In addition to multivariate and univariate analyses of variance and post hoc comparisons by Bonferroni "t" tests, regression analyses were conducted to determine which child and parent behaviors accounted for the variance in separation distress and which behaviors accounted for differences in behavior upon reunion. Results are discussed. (RH)

ED219220 RC013544

Verry, George P.; Huber, James R.

The Unique Characteristics of Rural Social Workers. A Five County Study.

Spons Agency-National Inst. of Mental Health (DHHS), Bethesda, Md.
Pub Date 20 Jul 81
Note-25p.; Paper presented at the National Institute on Social Work in Rural Areas (6th, Beaufort County, SC, July 26-29, 1981).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Accountability; Community Involvement; Community Resources; Community Role; Females; *Individual Characteristics; *Job Satisfaction; *Life Style; Males; Networks; *Rural Areas; Sex Differences; *Social Workers
Identifiers-*Flexibility; *Generalists; Iowa; Peer Supervision; Place of Birth

To examine the unique characteristics of rural social workers from five northeastern Iowa counties, interviewers examined the areas of lifestyle, supervision, flexibility, community resources, generalist casework as opposed to specialized casework, and the influence of gender in rural areas. The 3-phase field study (comprised of approximately 15 interviews with 25 participants) included county directors, social workers groups (3 workers from each county), and individual key workers (identified by the interviewer). Common traits ranked high by county directors were flexibility, supervision, use of community resources, and generalist approach. Interviews with social work groups and key individuals revealed that the majority grew up in rural areas and chose to work there. Emphasis was placed on the need to work with informal networks developed by the social workers, using community members as resources. Peer supervision and flexibility were also held to be important factors. Distance and time taken for travel to reach outside resources were listed as the most negative aspects by workers; however the situation presented by these and other obstacles met in rural areas was listed as a challenge and the major reason social workers chose to remain in rural areas. Three Iowa social worker job descriptions are appended. (AH)

ED219240 SE038292

Vochko, Lee E., Ed.

Manipulative Activities and Games in the Mathematics Classroom. The Curriculum Series.

National Education Association, Washington, D.C.
Report No-ISBN-0-8106-1706-4
Pub Date 79
Note-89p.

Available from-National Education Association, 1201 Sixteenth St., N.W., Washington, DC 20036
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Educational Games; Elementary Secondary Education; Games; Instruction; Instructional Materials; *Learning Activities; *Manipulative Materials; *Mathematics Education; *Mathematics Instruction; Teaching Guides; Teaching Methods

This collection of activities is organized into two sections. The first, entitled "Manipulatives," suggests materials which may be used to introduce or reinforce mathematical concepts such as: basic arithmetic operations; place value; long division; percents; multiples and common denominators; informal geometry including area, perimeter and volume; and pattern recognition and other problem-solving strategies. The second section, "Games," reflects the authors' conviction that games have a contribution to make in the mathematics classroom, particularly in the areas of basic skills practice, applications, and logic and strategy development. Like the first section, it is organized by grade level. The majority of activities are appropriate for the primary and elementary levels although many include variations suitable for higher grade levels. None of the activities described requires the purchase of commercial materials and both sections are prefaced with articles providing a basic rationale for the use of manipulatives and games which may prove helpful when dealing with skeptical parents or administrators. (MM)

ED219262 SE038765

Good, Thomas L.; Grouws, Douglas A.

Experimental Study of Mathematics Instruction in Elementary Schools. Final Report.

Missouri Univ., Columbia. Coll. of Education.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Dec 79
Grant-NIE-G-77-003
Note-236p.; Parts of appendix are marginally legible.
EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Achievement; Educational Research; *Elementary School Mathematics; Grade 4; Grade 6; Intermediate Grades; Learning Theories; Mathematics; Mathematics Curriculum; *Mathematics Instruction; *Problem Solving; *Program Descriptions; Program Design; Teaching Methods
Identifiers-*Mathematics Education Research

The development and field testing of two instructional mathematics programs are discussed. The general instructional program evolved from earlier research, and was field tested with 40 teachers and over 1000 fourth-grade students. Data reflected that this program had strong, positive effects on students' achievement. The second program focused on the development of instructional strategies for attempting to improve students' skills for solving verbal problems. The data base for building such a training program was considerably more limited than the base available in designing the general program. The second experiment was run with 36 teachers and other 1000 sixth-grade students. Data suggest that verbal problem-solving skills of treatment students were enhanced in comparison to that of control students. Research that examined the impact of instructional programs upon particular student types is also reported. Interactions were noted between treatment condition, teacher type, and student type. Work on interactions in the second experiment was still in progress at the time of this report. Early indications suggest low-achieving and dependent students may benefit the most. (MP)

ED219321 SO014184

Walter, Bob J.

Non-Effective National Territory: A Characteristic of Third World States.

Pub Date 26 Apr 82
Note-16p.; Paper presented at the Annual Meeting of the Association of American Geographers (San Antonio, TX, April 26, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Developing Nations; *Human Geography; Physical Divisions (Geographic); Physical Geography; Political Divisions (Geographic); Political Issues
Identifiers-*Third World

In an effort to improve understanding and to provide better solutions to the world's political problems, this paper examines national territory or states in terms of their functional processes and their spatial structures. Examples from Third World states are provided. The author first presents a model of political territory. It has a boundary incorporating a state's legally defined political territory. This formal region of the state can be subdivided into two units. The first, called the effective national territory or ENT, is that portion of state territory where the central authority has control and can exercise coercive power. Within this regional unit would be the capital. The second unit is the noneffective national territory or N-ENT. It is that portion outside the normal reach of the state's central authority. The author maintains that the N-ENT is as important to the state as the ENT in spatial terms because its presence establishes a two region spatial structure in the political area. This structure has impact on the political processes of the state because in functioning effectively the central authority will attempt to eliminate this element if it is to fulfill its prime objective. Many Third World states have a portion of their territory as N-ENT. For example, a number of states in Africa such as eastern Mauritania, northern Mali, and northern Chad have large stretches of their national area without a permanent population. Another type of N-ENT is where a section of one state is outside the central authority's control because of a neighboring state's claim and occupation. This occurred in Chad when Libya claimed a strip along the northern border. (RM)

ED219451 TM820479

Triplett, Suzanne E.

Implementation of the Certification of Louisiana Educational Evaluators Using the Joint Committee Standards.

Pub Date Mar 82

Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Certification; Evaluation Criteria; *Evaluators; Qualifications; State Licensing Boards; *State Standards

Identifiers-*Louisiana; *Standards for Evaluation Educ Prog Proj Materials

The Louisiana Board of Elementary and Secondary Education has adopted the following quality assurance and control policies for education program evaluation in Louisiana: (1) anyone who accepts and executes responsibility for planning, conducting and reporting evaluations of educational programs, projects, and materials approved by the State Board and for which evaluations are required must have a valid Louisiana program evaluator's certificate; and (2) the evaluations of educational programs, projects, and materials approved by the State Board must meet the State Board-adopted standards for educational evaluations. The certification of evaluators is administered in the same manner through which other education professionals are certified in Louisiana. The certification criteria present minimum education, experience and training requirements for two levels of evaluators, including the completion of a State Department inservice training program on the Standards for the Evaluation of Educational Programs, Projects and Materials. As the first state to implement a certification requirement for evaluators, Louisiana has had to address several concerns: identification of evaluators, qualifications for evaluators, qualifications for certification, licensing exams, the Standards as an element of certification, and implementing a "grandfather clause." (Author/BW)

ED219026 HE015292

Stringer, Patricia A., Ed.; Thompson, Irene, Ed.

Stepping off the Pedestal: Academic Women in the South.

Modern Language Association of America, New York, N. Y. Commission on the Status of Women.

Report No-ISBN-0-87352-331-8; ISBN-0-87352-332-6

Pub Date Feb 82

Note-181p.

Available from-Modern Language Association of America, 62 Fifth Avenue, New York, NY 10011 (cloth, $15.50; paper, $9.50).

Document Not Available from EDRS.

Descriptors-*Affirmative Action; Blacks; *Black Stereotypes; Black Students; Black Teachers; Differences; Educational History; Equal Opportunities (Jobs); Females; Feminism; Geographic Regions; Higher Education; Private Colleges; *Racial Bias; Racial Differences; Racial Discrimination; Regional Characteristics; Sex Bias; Sex Discrimination; Sex Stereotypes; Single Sex Colleges; Social Behavior; State Colleges; Student Attitudes; Teacher Alienation; Teacher Attitudes; Whites; *Women Faculty; *Womens Education; *Womens Studies

Identifiers-Harvard University MA; Mississippi; North Carolina (Greenville); Old Dominion University VA; *United States (South); University of Arkansas; University of Florida; University of Virginia; Vanderbilt University TN

Views of the deep-rooted assumptions and myths surrounding the role of women in academic institutions of the South are presented in scholarly articles, experience-based essays, and poems. Among the themes that are explored are the history of women's involvement in higher education, women's studies, women's status, racial stereotypes, alienation, and conformity. Contributions and authors are as follows: "A Different Kind of Being" (Sally Brett); "IWY: Breaking the Silence: A Fantasy" (Minnie Bruce Pratt); "Mary Munford and Higher Education for Women in Virginia" (Mary Gathright Newell); "Women's Studies at Vanderbilt: Toward a Strategy for the Eighties" (Elizabeth Langland); "New Women at Old Dominion" (Carolyn H. Rhodes and Fran Hassencahl); "A Delicate Balance: Academic Women in Arkansas" (Barbara G. Taylor); "Teaching Women's Studies at the University of Arkansas" (Margaret Jones Bolsterli); "Academic Women in Mississippi: Oktoberfest 1980" (Peggy W. Prenshaw); "Fair Harvard and the Fairer Sex" (Susan Read Baker); "Racial Myths and Attitudes among White Female Students at the University of Florida" (Faye Gary-Harris); "The Black Female Academic: Doubly Burdened or Doubly Blessed?" (Jacqueline Jordan Irvine); "Tilting at Windmills in the Quixotic South" (Irene Thompson); "She Who Laughs First" (Judith Stitzel); "To Delois and Willie" (Martha Mayes Park); and "Scratching at the Compound" (Mary Lou Kohfeldt Stevenson). The appended essay, "The Historical Perspective: A Bibliographic Essay" (Virginia Shadron, Eleanor Hinton Hoytt, Margaret Parsons, Barbara B. Reitt, Beverly Guy Sheftall, Jacqueline Zalumas, and Darlene R. Roth), presents a literature review of the history of both black and white women's involvement in higher education in the South. (SW)

ED219042 HE015320

Gosman, Erica J.; And Others

Student Progression and Attrition in College: Does Race Make a Difference? ASHE Annual Meeting 1982 Paper.

Spons Agency-Ford Foundation, New York, N.Y.

Pub Date Mar 82

Note-29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 2-3, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Persistence; Acceleration; *Black Colleges; *Black Students; College Graduates; Comparative Analysis; Dropout Research; Higher Education; *School Holding Power; Surveys; *White Students

Identifiers-*ASHE Annual Meeting; Stopouts

Preliminary findings from a study of black student retention and progression in higher education are reported. The findings are based on the responses of eight public and private universities to an Institutional Data Questionnaire (IDQ). Analysis of the IDQ shows that, overall, white students perform better than black students in terms of their college attrition rates, their tendency to follow the prescribed progression pattern, and the length of time they take to graduate. However, these relationships change significantly when the racial composition of the colleges the students attend is taken into account. At predominantly white colleges, white students perform better than black students in terms of both attrition and progression patterns. At predominantly black universities, on the other hand, black students show a greater tendency to persist and follow the prescribed progression pattern than whites. At the same time, however, both black and white students tend to perform better at predominantly white institutions than at predominantly black institutions. Differences between black and white students' attrition and progression patterns are discussed. (Author/MSE)

Hodges, Daniel L.
A Series of 15 Free One-Page Study Tips Helps Students Study Better.
Lane Community Coll., Eugene, Oreg.
Pub Date Aug 82
Note-28p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Anxiety; Cognitive Processes; Community Colleges; *Memorization; Relaxation Training; *Self Help Programs; Student Teacher Relationship; *Study Habits; *Study Skills; Test Anxiety; Test Wiseness; Two Year Colleges

For about three years, Lane Community College has made 15 one-page "Study Tips" available to students for free. Designed for students who would not be likely to read a booklet on study methods or attend a full course, the "Study Tips" are displayed in the Counseling Department, Study Skills Center, and Multi-Cultural Center and are distributed by counselors, assessment personnel, and several instructors. Between 2000 to 3000 copies of the "Study Tips" are distributed each year. The "Study Tips" series is appended to this brief discussion of their format and use. Titles are: (1) "How to Use Some Facts about Your Brain in Order to Study Better"; (2) "Memory Tricks Can Make School Work Easier"; (3) "How to Use Categories and Have a Better Memory"; (4) "How to Learn Skills Faster"; (5) "Emergency Studying"; (6) "How to Create a Positive Mental Attitude and Learn More When You Study"; (7) "How to Relax So You Can Study Better"; (8) "How to Teach Yourself New Things: The MISTARS Method"; (9) "What Most Instructors Expect Their Students to Do"; (10) "What to Do When You Don't Understand What You Are Reading"; (11) "How to Take Objective Tests to Get the Highest Score Possible"; (12) "Personal Failure, Worry, and Self-Acceptance"; (13) "How to Plan Your Time So That You Can Get Your Homework Done"; (14) "How Students Succeed in College--Despite Having Reading Skills That Are Below Average"; and (15) "What is Intelligence? How You Can Raise Your Own Intelligence." (KL)

ED219140 PS012953

Mayfield, Margie I.; And Others

British Columbia Kindergarten Needs Assessment 1980: Summary Report. A Report to the Ministry of Education, Province of British Columbia.

British Columbia Dept. of Education, Victoria.
Report No-ISBN-0-7719-8579-7
Pub Date Mar 81
Note-94p.; For related document, see PS 012 952.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Administrator Attitudes; Admission (School); Class Organization; Classroom Environment; Curriculum Guides; Early Childhood Education; Foreign Countries; Individual Needs; *Kindergarten; *Needs Assessment; *Parent Attitudes; Parent Role; *Program Evaluation; Student Evaluation; *Teacher Attitudes; Teacher Characteristics
Identifiers-*British Columbia; Continuity

This report summarizes the major findings, conclusions, and recommendations of the 1980-81 British Columbia Kindergarten Needs Assessment. This assessment was designed to elicit a broad base of information, both fact and opinion, from the professional literature, from review panels held across the province, and from a survey of groups most closely concerned with kindergarten children. The central purpose of the assessment was to make information available to the Ministry of Education for its curriculum committee, charged with reviewing current kindergarten programs. Results are discussed in terms of the background of the kindergarten, early childhood education models used, characteristics of the kindergarten teacher, parents' role in kindergarten, the relationship of kindergarten to preschool and first grade, admission policies, the kindergarten physical environment and facilities, kindergarten organization, the effectiveness of kindergarten curriculum guides, screening methods, and the provisions necessary for special kindergarten children. Recommendations for improvements in the above areas are made and suggestions for further research in the area of kindergarten needs assessment are briefly provided. (MP)

ED219363 SP020552

Bossing, Lewis; Ruoff, Nancy

A Review of the Effects of Stress on the Teaching-Learning Process.

Pub Date [82]
Note-42p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adolescents; Anxiety; *Children; Classroom Environment; Educational Research; Elementary Secondary Education; *Gifted; *Individual Needs; Job Satisfaction; Learning Processes; Mental Retardation; *Stress Variables; Student Attitudes; *Teacher Burnout; Teacher Response; Teaching Methods

Literature on the impact of stress on various elements in the teaching-learning process in the school environment is reviewed. Writings and research findings on stress are discussed in relation to: (1) children and adolescents; (2) gifted students; (3) mentally handicapped student; (4) teachers; (5) teacher stress as it affects learning; and (6) student stress as it affects classroom environment. A summary notes that "systematic research on teacher burnout and student stress is scanty." Lifelong human needs are identified as the need to be a unique person, to belong to someone or something, to have events in one's life have meaning, and the need to have variety and change. Suggestions are made for teachers and students in preventing and dealing with stress. (JD)

ED219385 SP020719

Niskanen, Erkki A.; And Others
Research Project on Educational Aims. Research Bulletin 60.
Helsinki Univ. (Finland). Inst. of Education.
Report No-ISBN-951-45-2657-0
Pub Date 82
Note-113p.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Art Education; Classroom Research; Cognitive Processes; *Curriculum Development; *Curriculum Evaluation; *Educational Assessment; *Educational Objectives; Elementary Secondary Education; Environmental Education; Foreign Countries; History Instruction; Home Economics; *Instructional Improvement; Mathematics Instruction; Music Education; National Surveys; Physical Education; Religious Education; Science Instruction; Second Language Learning
Identifiers-*Finland

Summaries of classroom research studies conducted in Finland on the development of educational aims are presented. Papers in this document deal with: (1) an overview of the purposes of the research project; (2) cognitive processes in classroom verbal interaction; (3) taxonomy of physical education; (4) objectives of religious education; (5) teacher evaluations of the importance and realizability of goals in home economics instruction; (6) the qualitative need for education in forest examinations; (7) objectives in foreign language (English) instruction; (8) objectives of mathematics teaching; (9) objectives of music teaching in secondary schools; (10) aims of visual art education; (11) background of the teaching of history; and (12) aims of biological and geographical education. The findings and research strategies are compared and analyzed in a concluding summary. (FG)

ED219407 TM820418

Koffler, Stephen L.

A k-Sample Extension to Fligner's Class of Tests For Scale.

Pub Date [Feb 82]
Note-26p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Hypothesis Testing; *Nonparametric Statistics; Research Problems; Statistical Analysis; Statistical Significance
Identifiers-*Fligner (M A); Normal Distribution; Post Hoc Methods; *Violation of Assumptions

Too often researchers rely upon the classical normal theory parametric tests to analyze non-normal data, even though the tests may not be robust to violations of that assumption. Fligner's class of two-sample tests for scale is an important development because the test is distribution-free and has desirable properties. This paper outlines the development of the k-sample extension of the two-sample Fligner class of tests, based upon the generalized Puri model. Assuming rejection of the null hypothesis under test, appropriate post hoc procedures for the test were developed based on the chi-square analogue to the Scheffe theorem. (Author/BW)

ED219430 TM820445

Cochran, Kathryn F.; Wheatley, Grayson H.

Cognitive Strategies in Spatial Performance.

Pub Date Mar 82
Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cognitive Measurement; *Cognitive Processes; Higher Education; *Holistic Approach; Individual Differences; *Lateral Dominance; Performance; Questionnaires; *Sex Differences; *Spatial Ability

Identifiers-*Analytical Methods

Individual differences in verbal/analytic and nonverbal/holistic cognitive strategies were studied in relationship to performance levels in spatial tasks, sex and handedness. Analytic processes are described as sequential, resulting in decomposition of stimulus information, and holistic processes, as parallel, involving information synthesis. Sixty-five undergraduates were given two spatial ability tests and a 55 item Spatial Strategy Questionnaire (SSQ) developed using theoretical hypotheses and previous research in holistic and analytic cognitive processing. Males scored significantly higher than females on one spatial test, but not other sex or handedness effects were found. High spatial performance was found to be significantly related to holistic processing, especially in the perception of test stimuli as three dimensional objects. Three dependent scoring measures calculated from the SSQ responses are discussed in the analysis of the hypothesized relationship between holistic processing and spatial ability. (Author/CM)

ED219060 IR010231

Hitchens, Howard, Ed.

Producing Slide and Tape Presentations: Readings from "Audiovisual Instruction"--4.

Association for Educational Communications and Technology, Washington, D.C.

Report No-ISBN-0-89240-035-8

Pub Date 80

Note-71p.

Available from-Association for Educational Communications and Technology, 1126 16th St., NW, Washington, DC 20036.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Audiotape Recordings; *Audiovisual Aids; *Audiovisual Instruction; *Program Design; Scripts; *Slides

Designed to serve as a reference and source of ideas on the use of slides in combination with audiocassettes for presentation design, this book of readings from Audiovisual Instruction magazine includes three papers providing basic tips on putting together a presentation, five articles describing techniques for improving the visual images, five explaining how to make title slides, two on slide-tape programming equipment, and five providing examples of use in operational situations. The concluding section includes a paper on how to publish a slide-tape presentation and another on rehearsing a slide presentation without a projector. (CHC)

ED219083 IR050066

Sundstrom, Grace, Ed.

Acquisitions. ERIC Processing Manual, Section II.

Educational Resources Information Center (ED/NIE), Washington, DC.; ERIC Processing and Reference Facility, Bethesda, Md.; ORI, Inc., Bethesda, Md. Information Systems Div.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date Nov 80

Contract No-400-81-0003

Note-66p.; Loose-leaf, updated continuously. One module of the ERIC Processing Manual (IR 050 065).

Available from-ERIC Processing and Reference Facility, 4833 Rugby Ave., Bethesda, MD 20814 ($3.75).

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Copyrights; *Databases; Documentation; *Library Acquisition; Publications; Recordkeeping

Identifiers-*ERIC

Rules and guidelines are provided for the process of acquiring documents to be considered for inclusion in the ERIC database. The differing responsibilities of the Government, the ERIC Clearinghouses, and the ERIC Facility are delineated. The various methods by which documentary material can be obtained are described and preferences outlined. Sample solicitations are provided covering different situations. The need for proper recordkeeping and forms is emphasized and examples are given of form letters, reply cards, thank you notes, in-process records, scope overlap notices, reproduction release forms, etc. The system-wide list entitled "ERIC Acquisitions Arrangements" is described. Acquisitions as it applies to the "Current Index to Journals in Education" is covered under the headings: comprehensively covered journals; selectively covered journals; "oneshop" journals. (TB)

Morris, Judson H.; Hilbert, Judith Cicero

Training Social Workers, Clients, and Students in the Use of Rural Natural Helping Networks.

Pub Date Jul 82
Note-14p.; In: Dignity, Diversity, and Opportunity in Changing Rural Areas. College of Social Work, University of South Carolina, Columbia, SC, July 1982. p424-436.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Citizen Role; Community Action; *Community Characteristics; Community Services; *Educational Games; Helping Relationship; Higher Education; Learning Activities; *Networks; *Rural Areas; Rural Population; Simulation; *Social Support Groups; *Social Work; Social Workers; Teaching Methods
Identifiers-*Resource Utilization

A manual, geared toward training social workers going into rural areas, provides a brief discussion of the natural helping relationships found in rural communities and a simulation game to be used in acquainting social workers, clients, and students with the rural network. Objectives of the simulation game, Nets and Links, are to train people to identify: (1) actual helping resources within the environment; (2) potential helping resources and develop a plan for their utilization; (3) sectors of conflict within the network which affect the functioning of the client system; and (4) sectors of the network in which greater coordination of helping resources is needed. A multicolored dart board is used to represent arenas of network activity (client systems, relatives, community members, clubs, union members, job coworkers, government agencies, human services and schools, religious organizations, others, and friends). Corresponding colored push pins, which are numbered, are used to represent individual members of various sectors, thus allowing simulation participants to track network members.

Also included are: game directions, questions for discussion, a case example to be used for network analysis, a drawing of the game board, and an identification sheet to code arenas of interaction. (AH)

ED219282 SE038790

Oberlin, Lynn

What Standardized Achievement Tests Do and Do Not Tell the Teacher of Elementary and Junior High Science--The Implications for Teacher Education.

Pub Date 2 Apr 82
Note-13p.; Paper presented at the Annual Meeting of the National Science Teachers Association (Chicago, IL, April 2-5, 1982).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Education; *Elementary School Science; Junior High Schools; Science Education; *Science Tests; *Secondary School Science; *Standardized Tests; *Test Interpretation; *Test Use

Stanford Achievement Tests (Science) were examined to point out limitations of standardized achievement tests. Several factors teachers need to consider when using standardized tests were identified. Tests can be effective only if they measure the same content areas that make up the science curriculum. Good reading comprehension is needed for students to score well on science achievement tests (SATs). Finding SATs measuring the same topics as the school science program may be difficult. A well-designed, teacher-prepared test may be better than SATs which do not fit the curriculum. A series of tests (including those of former years) may be desirable. Tests from whole classes may be effective in evaluating a school science program. Scores may be improved by guessing and not leaving items blank. How a student feels on a day may affect test scores. Teaching to test or making students test-wise may raise school achievement scores but does not reflect the true condition of the science program. SATs are statistical measures based on probability and with enough data reliable inferences can be made. Overdependence on SATs can lead to designing science programs to help students score higher on the test. Tests should help teachers measure student outcome and not become curriculum determiners. (Author/JN)

ED219302 SO014069

Willie, Charles V.; Greenblatt, Susan L.

The Stages in a Scholar's Life.

Harvard Univ., Cambridge, Mass. Graduate School of Education.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date [Oct 81]
Grant-NIE-G-80-0035
Note-352p.
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-Academic Achievement; *Adult Development; *Black Achievement; *Black Education; *Black Leadership; Career Development; Case Studies; College Environment; Comparative Analysis; *Family Role; Social Science Research
Identifiers-Clark (Kenneth B); Franklin (John Hope); Holden (Matthew); Lewis (W Arthur); Turner (Darwin T)

A major purpose of this study was to identify the five most outstanding black scholars in the social sciences and humanities in the United States and to determine how they achieved eminence. The study focuses on their unfolding careers, the decisive events in their lives, interconnections in their life histories, and social interaction between them and others in society. Five hundred and fifty-four members of social science and humanities professional associations ranked and nominated the black scholars. These respondents also filled out a brief questionnaire that included information on their own educational and occupational mobility and success. The five nominated scholars were John Hope Franklin, W. Arthur Lewis, Kenneth B. Clark, Matthew Holden, Jr., and Darwin T. Turner. These scholars were asked questions about family background and economic circumstances; community race-relations climate; parent's philosophy of education; experiences in school, college, and graduate education; and career development. Using the event-structure theoretical framework of Allport, the critical events in the life histories of the five scholars were identified and case studies prepared. Among the findings are that career, education, and family development processes are relatively independent in that each process has a life-range of its own and a sequence of stages. The last part of the document contains a survey of the education and careers of respondents, which includes a demographic analysis of the study sample and an examination of career patterns by age and race. Last, the five outstanding scholars are compared to the national sample which ranked them. (NE)

ED219341 SP020161

The Role of the Health Sector in Food and Nutrition. Report of a WHO Expert Committee (Geneva, Switzerland, September 23-October 1, 1980). World Health Organization Technical Report Series 667.

World Health Organization, Geneva (Switzerland).
Report No-ISBN-92-4-120667-5
Pub Date 81
Note-97p.
Available from-WHO Publications Centre USA, 49 Sheridan Avenue, Albany, NY 12210.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Developing Nations; Food; Futures (of Society); Global Approach; *Health Needs; *Health Personnel; Health Services; *Hunger; National Programs; *Nutrition; Nutrition Instruction; Physical Health; *Program Development; Social Responsibility; *World Problems
Identifiers-World Health Organization

This report describes the views of a World Health Organization (WHO) expert committee on factors involved in bridging the gap between theory and practice in supplying primary nutrition health care. Following an introduction, the magnitude of the global malnutrition problem is outlined, and the responsibilities of workers in health and nutrition fields are discussed. Other topics addressed include: (1) past performance of health sector workers; (2) changing concepts of health and health services in political and sociological sectors; (3) objectives of the health sector in promoting nutrition at the local and national levels; (4) importance of collaboration among multilateral organizations, bilateral agencies, and nongovernmental institutions to raise the level of awareness about nutrition problems; and (5) importance of collaboration among nutrition programs. Essays are appended which deal with diagnosis, care, and prevention of malnutrition, administrative and manpower needs in the health care sector, and recent advances and research in nutrition. (FG)

ED219102 JC820341

Riedel, J. E.

Analysis of the Cost Effectiveness of Awarding Experiential Learning Credit at Coastline Community College. Spring 1981-1982.

Coast Community Coll. District, Costa Mesa, Calif.; Coastline Community Coll., Fountain Valley, Calif.; League for Innovation in the Community Coll., Los Angeles, Calif.

Pub Date 28 Jul 82

Note-28p.; Office of Admissions, Guidance and Information Services Research Report Number 19.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Associate Degrees; *College Credits; *College Graduates; Community Colleges; *Cost Effectiveness; Experiential Learning; *Grade Point Average; *Prior Learning; Two Year Colleges; *Two Year College Students; Vocational Education

Since its first year of operation, Coastline Community College (CCC) has granted students credit based on military experience, licensure, occupational training, credit-by-examination, and assessment of prior learning. In spring 1982, a study was conducted to compare the cost-effectiveness of granting credit for experience with that of the traditional system of granting credit. Two groups of 167 associate in arts (AA) degree, occupational students were sampled to determine whether there was any significant difference in the academic achievement or completion rates of the total group of students who had received experiential credit at CCC and a randomly selected group of students enrolled in the spring 1981 semester. While the study revealed no significant difference in the grade point averages of the two groups, there was a significant difference in the AA completion rates of the student groups: one in three of the students who had received experiential credit and one in 24 of the students who had not received such credit had received the AA degree by spring 1982. Based on the findings and the low cost per unit of granting experiential credit at CCC, it was concluded that granting such credit is cost-effective both in terms of student and community costs. The study report includes background information on CCC's experiential credit policies; a brief literature review; information on study objectives, methods, and results; and recommendations. (HB)

ED219162 PS012986

Tinsley, Virginia S.

The Effects of Verbal Self-Instructions on Children's Persistence Task Performance.

Pub Date Apr 82

Note-10p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 15-18, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Inhibition; *Performance Factors; *Persistence; *Preschool Children; Preschool Education; *Self Control

Identifiers-*Verbal Self Instruction

The effectiveness of verbal strategies on children's performance of tasks requiring persistence was investigated among 36 male and female preschool children ranging in age from 4 years to 5 years, 5 months. Two tasks designed to measure persistence ability were sequentially presented to the children: one task required the child to drop wooden pegs, one at a time, into a large jar. The other task required the child to find and mark circles in an array of geometric figures. The tasks were performed under three different conditions: task-relevant self-instruction, task-irrelevant instruction, or no-instruction. In the task-relevant self-instruction condition children were asked to verbalize statements reflecting the task requirements. Children in the task-irrelevant condition were asked to generate statements about things they found pleasant to do. In the no-instruction condition, children were told only how to perform the tasks. It was hypothesized that task-irrelevant verbal plans would be effective in improving children's performance on both tasks. Results are discussed. (RH)

ED219181 RC013480

Javora, Angela

Citizen Me: An Experiential Curriculum for Citizenship Education. Level: Three.

Harris County Dept. of Education, Houston, Tex.

Spons Agency-Texas Governor's Office, Austin. Criminal Justice Div.

Pub Date 79

Grant-JA-79-C03-5874

Note-108p.; For related documents, see RC 013 473-487.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Citizen Role; *Citizenship Education; *Citizenship Responsibility; Crime Prevention; Curriculum Guides; *Decision Making Skills; Grade 3; Learning Activities; Primary Education; *Safety Education; *Social Studies; *Units of Study; Values Education

Identifiers-Citizen Me Project TX

Integrating concepts of basic citzenship education with community involvement, this experiential curriculum provides a means for developing decision making and critical thinking skills within the existing third grade social studies curriculum. The 10 lessons cover school rules as personal safety measures, consequences of not knowing rules, rules for everyone, rules as a joint responsibility, personal responsibility for crime prevention, and need for rule enforcers. Lessons aim to: (1) stimulate concern for maintaining personal and other safety, for the responsibility for one's actions, and for preventing injury to self or damage to personal property; (2) create awareness of rule makers as rule obeyers, of the rules a school service worker must follow to meet job expectations, that rules work only when each person meets his responsibility, and that good citizenship includes reporting hazards, crime and appreciation for good services; (3) develop insight into the reasons for rules, the need for rule enforcers to protect the citizen's rights, and good citizenship; and (4) expose students to procedures for reporting hazards, crime and appreciation for good services. Each lesson includes a purpose statement, concepts to be learned, time and materials needed, student objectives, suggested activities; evaluation criteria, and black and white illustrations. (NQA)

ED219221 RC013545

Grundy, Ernest

The Country School in Literature. Country School Legacy: Humanities on the Frontier.

Mountain Plains Library Association, Silt, Colo. Country School Legacy Project.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date 19 Nov 81
Note-21p.; Paper presented at the School of Humanities and Fine Arts Series (Kearney, NE, November 19, 1981). For related documents see ED 211 243-254, and ED 211 266-280.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Acculturation; Books; *Educational History; Immigrants; Legends; *Literary History; Literature Reviews; *Nineteenth Century Literature; One Teacher Schools; *Rural Education; Small Schools; Student Teacher Relationship; Teacher Role; *Twentieth Century Literature; United States History
Identifiers-*Country School Legacy Project; Nebraska

A review of the country school in literature discusses Irving's "The Legend of Sleppy Hollow," Whittier's "Snowbound" and "In School Days," Eggleston's "The Hoosier School Master," and Stuart's "To Teach, To Love" and "The Thread That Runs So True." These literary works portray the country school teacher as being the brunt of larger or older boys' pranks, being poorly paid, and being housed with members of the local community. Neihardt's "All Is But A Beginning, Youth Remembered, 1881-1901" recounts the author's teaching experiences in Nebraska. Winther's "Take All Nebraska," Nielsen's "Life in An American Denmark," and Yost's "No Time on My Hands," describe the Americanization of immigrants. Other Nebraska literary works mentioned are: Aldrich's "A Lantern in My Hand"; Piper's "Barbed Wire and Other Wayfarers"; Sandoz' "Sand Hill Sundays"; Christy's "And Never Let Us Cry"; and Chrisman's "When You and I Were Young, Nebraska." A Poem, "Poet in Residence at a Country School," by Donovan Welch, concludes the review. (AH)

ED219263 SE038766

Dettloff, Janet May

Predicting Achievement in Community College Science Students.

Pub Date 82

Note-460p.; Ed.D. Dissertation, University or Michigan.

EDRS Price - MF01/PC19 Plus Postage.

Descriptors-*Academic Achievement; *Biology; *Cognitive Development; *College Science; Developmental Stages; Higher Education; Mathematics Achievement; *Predictor Variables; Racial Differences; Reading Ability; Science Education; Sex Differences; *Student Characteristics; Two Year College Students

Identifiers-Inventory of Piaget Developmental Tasks; Science Education Research

This study was designed to formulate a predictive equation to identify community college biology students (N=420) who most probably would not succeed in science courses. A College Biology Student Survey (developed for the study), Nelson Denny Reading Test (Form-F), College Guidance Placement (CGP) Arithmetic Test, and An Inventory of Piaget's Developmental Tasks were used to obtain student background characteristics, reading/mathematics ability, and cognitive developmental level. Data collected from students in 22 biology classes indicated: more females (82%) than males (22%); a mean age of 26; racially balanced classes (49% white and 51% non-white); that 71% were single or formerly married; that 9% were at the formal level of cognitive development; a mean score of 15/25 on the mathematics test (measuring 6th-grade mathematics ability); an average 12th-grade reading level; and an average course grade of 2.7(C+). When data were analyzed using multiple regression, background characteristics and reading/mathematics ability accounted for 42% variance in cognitive development and 43% variance in achievement; cognitive development accounted for 12.8% variance in achievement; and with cognitive development as a mediating variable, background characteristics and reading/mathematics ability accounted for 22% variance in achievement. Recommendations were made on the predictive equation formulated from these results. (Author/JN)

ED219322 SO014185

Sommers, Lawrence M.

Geography in the Colleges and Universities of the United States.

Pub Date Apr 82

Note-14p.; Paper presented at the Annual Meeting of the Association of American Geographers (San Antonio, TX, April, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Role; Department Heads; Departments; *Geography Instruction; *Higher Education; Interdisciplinary Approach; Outcomes of Education; Political Influences; *Program Effectiveness; Public Opinion; Public Relations; Research; Teacher Effectiveness; Teacher Role

The purpose of this paper is to evaluate some of the significant factors that relate to the effectiveness of the geographer and departments of geography in developing the important role that the discipline of geography has to offer to higher education in the United States. Geography must continually be conscious that many administrators, faculty, students, and society in general are not fully aware of geography's value. High quality research production and application, excellent teaching, and interdisciplinary programs are excellent methods for demonstrating its worth. The geography faculty member must be conscious of responsibilities both as an individual and as a member of a department. Many impressions of a discipline and a department are gained through informal faculty contacts and committee efforts. Major attention must be given to the maintenance of a positive internal image and reputation. Attention must also be paid to developing and maintaining the local and state image. The chair or chief administrator of the geography department also plays a crucial role in the success of a discipline. The leadership ability of the chair in reflecting the goals of the geography department upward through administrative channels is critical to the success of a discipline in a given university. Also of importance is the fact that each institution has a unique political and economic power structure. It is incumbent upon the chair and the faculty to be aware of and adjust to this structure. Success and sometimes survival require skillful playing of the political game. (RM)

ED219364 SP020553

Becker, Henry Jay; Epstein, Joyce L.

Influences on Teachers' Use of Parent Involvement at Home.

Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No-CSOS-324

Pub Date Apr 82

Grant-NIE-G-80-0113

Note-48p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement; Educational Environment; Educational Policy; Elementary Education; *Elementary School Teachers; Home Study; *Individual Characteristics; Instructional Program Divisions; Learning Activities; Parent Background; *Parent Participation; Parent Student Relationship; *Parent Teacher Cooperation; Student Characteristics; Teacher Characteristics; Teaching Methods

Survey data from 3,698 teachers in 600 schools in Maryland are used to explore the determinants of teachers' use of parent involvement strategies. Two questions are addressed: (1) How much do elementary school teachers organize their teaching practice to facilitate parent involvement in home learning activities? and (2) Which factors in the teachers' backgrounds, teaching responsibilities, characteristics of their students, characteristics of the parents they work with, and characteristics of school environment are important determinants of their parent involvement teaching strategies? Results suggest that grade level, student racial composition, parental activity at school, teacher graduate training, and school district policies have strong independent effects on teachers' practices of parent involvement. In contrast, parent educational level, although an important influence on teachers' attitudes about parent involvement, is not a strong determinant of teachers' actual practices. Teachers who need parents' assistance or who choose to emphasize family-school cooperation have worked out ways to involve parents from all educational levels. (Authors)

ED219431 TM820446

Halpin, Bruce M.; Ottinger, Donald R.

Children's Locus of Control Scales: A Reappraisal of Reliability Characteristics.

Pub Date 81

Note-20p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Detroit, MI, April 30-May 2, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Correlation; Elementary Education; *Elementary School Students; *Locus of Control; Performance Factors; *Test Reliability; Test Validity; *Verbal Ability

Identifiers-*Bialer Cromwell Childrens Locus of Control Scale; *Nowicki Strickland Locus of Control Scale

The Bialer Scale and the Nowicki-Strickland Scale were administered twice, 4 weeks apart, to 526 students in the third through sixth grade from four public schools in a rural, predominately white, midwestern community. The association of verbal ability and the reliabilities of the locus of control scales were assessed in view of evidence that the relationship between locus of control and verbal ability may be an artifact of the reliability characteristics of the locus of control scale. Results indicated that the relationship between reliability and verbal ability may be both grade- and scale-specific. Reliability estimates both across and within grade levels for both scales were highly variable and frequently low in value. The implications for evaluation research and the possible operation of different developmental constructs that may account for differences in performance are discussed. (Author/PN)

ED219471 UD022454

Li, Gertraude Roth

The State of Hmong Resettlement and Possible Approaches to Solve Some of Its Problems.

Pub Date May 81
Note-27p.; For related documents see ED 206 202 and UD 022 282.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adjustment (to Environment; Bilingual Education; Community Involvement; Cultural Background; *Cultural Influences; Employment; *English (Second Language); *Indochinese; *Refugees; Religious Factors; *Relocation; Social Organizations; Vocational Education
Identifiers-*Hmong People; Refugee Camps

This paper describes the Hmong refugees in the United States, the state of their resettlement, and possible approaches to resettlement problems. Included are descriptions of the Hmong background and culture; orientation programs in refugee camps; processes and specific problems of Hmong resettlement; Hmong organizations; Hmong adjustment to culture and language through participation in language programs; and a discussion of potential economic adjustment through training, employment, and engagement in cottage industries. Among the Hmong refugee problems identified are the phenomenon of geographical concentration through secondary migration within the United States; Hmong dissatisfaction due to perceived differences in sponsorship aid to different families; insecurity brought about by adjustment problems and differences in the pace of adjustment among different groups; family conflicts arising from the new environment; and older Hmongs' reluctance to work. Recommendations for easing the resettlement process include: (1) establishing an international orientation program; (2) limiting secondary migration through economic incentives; (3) encouraging more Hmong participation and decision-making in resettlement programs; (4) considering cultural differences when establishing suitable ESL programs; and (5) providing job training programs. (Author/MJL)

ED219490 UD022484

Shore, Rima, Ed.; And Others

Project ECC: Equal Career Opportunities for Bilingual High School Students. E.S.E.A. Title VII Final Evaluation Report, 1980-1981.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date 81

Grant-G007905248

Note-78p.; For related document see ED 202 953.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Academic Achievement; Attendance; *Bilingual Education Programs; Career Planning; Cultural Education; English (Second Language); *Haitians; High Schools; *Hispanic Americans; *Limited English Speaking; Mathematics; Native Language Instruction; *Program Effectiveness; Program Implementation; Science Instruction; Social Studies; Spanish; Spanish Speaking; *Transitional Programs

Identifiers-Elementary Secondary Education Act Title VII; French Creole; New York City Board of Education

Equal Career Opportunities is a program that aims to provide instruction in English language skills while offering bilingual instruction in basic skills and pre-occupational training to limited-English-proficient Spanish-speaking and Haitian high school students at three schools in New York City. This report describes the program as it was implemented in 1980-81. The report discusses the program settings, participant characteristics, philosophy and organization, student placement, instructional offerings, career orientation and supportive services, curriculum development, staff development, program implementation, and program evaluation in each of the three sites. Evaluation results indicate that: (1) variable gains were achieved in mastery of English syntax objectives; (2) in most cases, the passing rate in mathematics, social studies, and native language arts met the program's criterion objective; (3) improvement in attitudes toward school surpassed the criterion objective in all three schools; and (4) program attendance was significantly higher than school-wide attendance. It is suggested that the program has had positive outcomes but that the curriculum development aspect needs to be strengthened. (Author/MJL)

ED219010 HE015252

Newbold, Richard C., III; And Others

A Training Program in Medical Communications for Foreign Native Medical Graduates.

Spons Agency-Educational Commission for Foreign Medical Graduates.
Pub Date Mar 82
Note-29p.; Two pages containing "Rating Scale" are marginally legible.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Acculturation; Clinical Experience; *Communication Skills; *Cross Cultural Training; Cultural Awareness; English (Second Language); Evaluation Methods; *Foreign Medical Graduates; Higher Education; Intensive Language Courses; *Interviews; *Language Proficiency; Language Tests; Medical Case Histories; Paralinguistics; Peer Relationship; *Physician Patient Relationship; Pilot Projects; Role Playing; Simulation; Sociocultural Patterns; Speech Communication; Teaching Methods

Identifiers-Dartmouth Rassias Method; Foreign Service Institute Interview

An intensive 3-week training program in medical communications skills for foreign native medical graduates (FNMG) is described. The program incorporates language and acculturation training via medically relevant, situational dialogues and role playing; training in medical interviewing skills with patient simulations; instruction in paralinguistics; seminars in medical records and communication with colleagues; and sociocultural presentations. The language training methodology is based on the Rassias/Dartmouth Intensive Language Method of small-group instruction, and the Foreign Service Institute oral interview protocol is also used. Each FNMG participant conducts individual interviews with two simulated patients who have been trained to observe and evaluate physicians' communication skills, and videotapes of the simulated clinical encounters are reviewed immediately with the patient simulator and several other participants. Paralinguistic skills training addresses cross-cultural differences and common American practices with regard to kinesics, proxemics, and nonverbal utterances. Instruction is also provided on American culture, history, and sociology. Formative and summative evaluation measures of six June 1981 enrollees included pretest-posttest measures, language skills, and ratings of simulated clinical interviews. There was unanimous agreement that the program met individual needs and increased participants' oral language proficiency. Enrollees noted that the language training and patient simulation sessions were particularly valuable. Rating forms, the Foreign Service Institute's oral proficiency ratings, and sociocultural education topics listing are appended. (SW)

ED219141 PS012954

Sebes, Janet M.; Ford, Donald H.

Moral Development and Self-Regulation: What Do We Know--What Can We Do?

Pub Date Apr 82

Note-17p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 15-18, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education; Intervention; *Moral Development; *Program Design; *Research Needs; *Research Problems

Identifiers-Conceptual Frameworks; Kohlberg (Lawrence); *Self Regulation

The objective of this study was to examine the research on moral development for findings which could be applied to the design of programs to cultivate moral development in children and youth. The conclusion drawn from the examination of the research is that neither the dominant theoretical frameworks (e.g., Kohlberg's theory) nor the data that have been generated provide much useful guidance for the design of such programs. The narrowness of the current theoretical and empirical literature suggests the desirability of turning to the broader literature concerning personal self-regulation and the cultivation of positive human relations as a potential source of ideas and evidence. Examples of conceptual frameworks which might be heuristically useful are given, and types of intervention programs are illustrated which have been developed to deal with the more general issues of personal and interpersonal behavioral regulation. It is suggested that it may be valuable to study the potential applicability of established intervention approaches to specific problems of moral development. In addition, a list of questions is provided for which empirical answers would lend guidance in the design of effective programs for moral development. (Author/MP)

ED219241 SE038293

Adult Education Basic Skills Task Force: Arithmetic Computation.
Utah State Office of Education, Salt Lake City. Adult Education and Community Service Section.
Pub Date 82
Note-213p.
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Adult Education; *Arithmetic; *Basic Skills; *Computation; Instruction; Instructional Materials; *Mathematics Education; Mathematics Instruction; Problem Solving; Tests
Identifiers-Utah

These materials were developed in response to the Utah State Board of Education's new high school graduation requirements, particularly as they relate to the identification, teaching, and assessment of certain basic functional competencies. The document has been compiled as a guide and aid to mathematics teachers. Thirty competencies have been identified in these materials to assist adult and high school students in meeting their functional mathematics needs in everyday life. This booklet is designed to meet local program criteria. It is a written set of instructions and a model with step-by-step procedures that assist each teacher in being creative in using the document to fit his or her desired program. Included are a pre-test, review exercises, and a post-test for each identified basic skill. (MP)

ED219408 TM820419

Henderson, James E.; Hoy, Wayne K.

Leader Authenticity: The Development and Test of an Operational Measure.

Pub Date Mar 82

Note-24p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Rating Scales; Behavior Standards; Elementary Education; *Leaders; *Leadership Qualities; Leadership Responsibility; *Test Construction; *Test Validity

Identifiers-*Authenticity; *Leader Authenticity Scale

A definition of leader authentication was developed, focusing on a leader's salience of self over role, non-manipulation of subordinates and accepting of personal and organizational responsibility. The Leader Authenticity Scale (LAS) was constructed to be consistent with this definition. Its validity was checked by specifying and testing hypotheses within the concepts theoretically related to authenticity: esprit, thrust, and status concern. Data were collected using teachers and principals in 42 New Jersey elementary schools with a revised 32-item scale. The LAS was found highly reliable and yielded predicted correlations between authenticity and othe Organizational Climate Descriptive Questionnaire subtests for thrust, esprit and status concern. (Author/CM)

ED219452 TM820480

Diamond, Esther E.

Increasing Public Understanding of School Testing Programs.

Pub Date Mar 82

Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communication (Thought Transfer); Minimum Competency Testing; *Public Opinion; Student Placement; *Testing; Testing Problems; *Testing Programs; Test Interpretation

Identifiers-*Test Publishers

Increasing public understanding of school testing programs is seen as the joint responsibility of test publishers and schools, and also as a primary responsibility on the part of test publishers to increase the schools' understanding of tests. The most common areas of misunderstanding about tests are addressed: purpose of the testing program; the myth of test score infallibility; meanings of different types of test scores; defining minimum competency and setting standards; using tests to classify and place exceptional children; bias in testing; and tests as only one source of information. The importance of continuous communication, from the time the decision to test is first made, is emphasized, and various aids to communication are suggested.

(Author)

ED219043 HE015321

Hengstler, Dennis D.; And Others

Salary Equity Studies: The State of the Art. ASHE Annual Meeting 1982 Paper.

Pub Date Mar 82

Note-41p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 2-3, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Case Studies; *Comparative Analysis; Compliance (Legal); Court Litigation; Evaluation Methods; Federal Legislation; Federal Regulation; Females; Higher Education; Legal Problems; Males; *Multiple Regression Analysis; Research Methodology; *Salary Wage Differentials; *Sex Discrimination; *Teacher Salaries; *Women Faculty

Identifiers-*ASHE Annual Meeting

The strengths and weaknesses of various methodologies in conducting salary equity studies are examined. Particular attention is paid to the problems of identifying appropriate matches in the paired-comparison approach and to the sample, predictor and decision-rule problems associated with the regression analysis approach. In addition, highlights of university case studies and court cases are presented, along with current and future trends in salary equity studies. To illustrate the issues, the situation of female faculty members claiming sex discrimination in salaries is assessed with regard to law suits. Three main federal statutes or regulations barring sex discrimination in faculty salaries are the Equal Pay Act of 1963, Title VII of the Civil Rights Act of 1964, and Executive Order 11246 as amended by Executive Order 11375. The most common and costly type of law suit is the class action suit. Most salary discrimination cases have involved disparate treatment claims, since the requirement of proving a prima facie case is considerably more relaxed than the for a disparate impact claim. The plaintiffs bear the initial responsibility of proving a prima facie case of sex discrimination. In the early discrimination cases before the courts, plaintiffs relied almost exclusively upon the descriptive method for establishing a prima facie case of discrimination. The second method for determining possible sex discrimination in faculty salaries is the paired-comparison approach, also referred to as matching, counterparting, or the counter-factual approach. It is suggested that the multiple regression technique is the most effective method for analyzing sex discrimination in faculty salaries. (SW)

ED219061 IR010275

Warden, John W.; Kaplan, Michael H.

A Community Education Data Profile: Present and Future Data Needs at the Local Level. Research Report 81-105.

Northern Inst. for Research, Training, and Development, Inc., Anchorage, Alaska.; Virginia Univ., Charlottesville. Mid-Atlantic Center for Community Education.

Spons Agency-Mott (C.S.) Foundation, Flint, Mich.

Pub Date Sep 81

Note-103p.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Community Education; *Databases; Data Collection; *Decision Making; Educational Planning; *Financial Support; Futures (of Society); *Information Needs; Needs Assessment; *Program Evaluation; Questionnaires; Resource Allocation; Surveys; Tables (Data)

Based on a perceived need for the development of a base of information for community education to appraise programs, to properly allocate financial support, and to support the decision making process, this study was conducted to determine the present level of data being collected by selected local education agencies and to determine the perceived data collection needs in the future. The cross section of 17 local education directors who participated represented rural and urban areas geographically dispersed throughout the country with a diversity of funding bases. The directors responded to a series of mailed inquiries about present data collection and to a questionnaire regarding future needs. Reported in terms of participation, activities, agency involvement, financial support, program support, and environmental factors, the findings provide a series of community education data profiles. Nine recommendations are made to the constituents of the community education field including local and regional agencies. Appendices contain a matrix on information presently collected at local level, the results of a future priorities questionnaire, a list of participating local agencies, the letter of invitation, a follow-up letter, and a sample letter regarding future data needs. A 21-item bibliography is included. (RAA)

Martorana, S. V.; Broomall, James K.

State Legislation Affecting Community, Junior, and Two-Year Technical Colleges, 1981. Report No. 38.

National Council of State Directors of Community-Junior Colleges.; Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
Pub Date Jun 82
Note-182p.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Academic Education; *College Administration; Community Colleges; Educational Facilities; *Educational Finance; *Educational Legislation; Governance; Government Role; *Lifelong Learning; National Surveys; Postsecondary Education; State Action; State Aid; *State Legislation; State Programs; Statewide Planning; Trend Analysis; *Two Year Colleges; Two Year College Students

Based on a survey of state directors of community and junior college education in all 50 states and Puerto Rico, this five-part report presents an analytical and descriptive review of 1981 state legislation affecting community colleges. Part I presents study methodology and describes the two survey instruments, one soliciting information on relevant legislation proposed or enacted during 1981 and the other requesting supplementary data on the statewide coordination of lifelong learning programs. Part II analyzes the findings as they relate to legislation in seven areas: (1) finance, covering topics such as appropriations and capital funds; (2) administration, discussing, for example, governing boards and policy formation; (3) construction and operation of physical facilities; (4) institutional expansion and name changes; (5) personnel benefits and collective bargaining, including information on faculty workload and provisions relating to students; (6) student rights, regulations, fees, and financial aid; and (7) academic programs, covering curriculum, accreditation, and certification. Part III analyzes the intent and impact of legislation on community colleges, providing a review of 1980 findings and a comparison with findings for 1978 and 1981. Part IV presents summary conclusions, and part V analyzes directors' responses regarding the statewide coordination of lifelong learning programs. Appendices include abstracts of relevant legislation and the survey instrument. (KL)

Gates, Earl Dwight

What Extent Are Current New York State High School Electronics Programs Preparing Students with the Competencies Necessary for Employment in the Electronics Field Based on Industrial Demands in the Greater Rochester Area.

Pub Date 18 Aug 81
Note-93p.; Master's Thesis, State University of New York, Oswego.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Curriculum Development; Curriculum Evaluation; *Electronics; *Electronics Industry; High Schools; Industrial Arts; *Industrial Education; Questionnaires; School Business Relationship; *Secondary School Curriculum
Identifiers-New York (Rochester)

Since there are no clearly defined set of priorities on which to base a program of study in secondary school electronics, this study determined to what extent New York State high school electronics programs are preparing students with the technical competencies, knowledge, and equipment orientation necessary for employment in the electronics field based on industrial demands in the greater Rochester (New York) area. Data were collected by a questionnaire (developed for the study) from a stratified sample of electronics industries in the Rochester area. Data analysis indicates that the goals/priorities of current electronics programs are not reflecting changes in industry, which desires graduates who can troubleshoot, make measurements with test equipment (especially oscilloscopes), solder, and have a strong preparation in practical electronics applications. In comparing data to one school's curriculum, a discrepancy was found between what industry considers as essential skills/knowledge and what is being taught, indicating that the curriculum needs to be modified to prepare students with competencies needed for employment. Supporting documentation (including questionnaire) is included in nine appendices. (Author/JN)

ED219342 SP020197

Stevenson, Chris

A Phenomenological Study of User and Non User Perceptions of a Teacher Center and Inservice. Final Report.

RISE Teacher Center, Colchester, CT.

Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Jul 81
Note-46p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Secondary Education; Individual Needs; *Inservice Teacher Education; Interprofessional Relationship; Locus of Control; Participant Satisfaction; *Program Attitudes; Rural Education; *Teacher Attitudes; *Teacher Centers; *Teacher Education Programs; Teacher Morale; Teaching (Occupation)

Identifiers-Regional In Service Education (RISE) Teacher Ctr

A study to determine teachers' attitudes toward inservice education programs was conducted in relation to the RISE (Regional In Service Education) Teacher Center (Connecticut), which provided two types of service: mandated inservice programs for participating schools, and voluntary professional development programs. Data for the study were obtained through interviews with 36 teachers categorized as nonusers, occasional users, and frequent users of the voluntary and mandated RISE programs. Teachers' perceptions were gathered on: (1) purpose of inservice programs; (2) inservice and curriculum development; (3) administration and inservice; (4) choice versus compulsory programs; (5) preferred inservice; (6) responsibility and control of professional growth; (7) RISE physical resources; (8) advisors and consultants; (9) teacher center policy board; (10) preservice education; (11) children's learning; (12) adults' learning; (13) career satisfaction; and (14) life plan. Three interrelated themes emerged from the responses as essential issues; these themes reflected the teachers' views of themselves as professionals and as individuals. In spite of the differences evident from individual beliefs, the interviews supplied useful findings for the teacher center, the overriding theme of which was that RISE provided a composite of attributes, the most important of which was teacher advocacy. (FG)

ED219386 SP020732

Jackson, John J., Ed.; Turkington, H. David, Ed.

Quality Programming in H.P.E.R. Selected Papers Presented at the Convention of the Canadian Association for Health, Physical Education and Recreation (British Columbia, Canada, June 10-13, 1981). Physical Education Series Number 2.

Victoria Univ. (British Columbia).

Pub Date Jun 81

Note-143p.; For related document, see SP 020 751. Grants from Air Canada, the Canadian Association for Health, Physical Education and Recreation, the Government of Canada, and the Strathcona Trust facilitated the production of this book.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Athletics; Curriculum Development; Dance; Educational Trends; Elementary Secondary Education; Homosexuality; Lifetime Sports; Obesity; *Physical Education; Physical Fitness; *Physical Health; Program Development; Psychomotor Skills; Public Health; *Recreational Activities; Wheelchairs

Identifiers-Canada

These papers, presented during the 1981 convention of the Canadian Association for Health, Physical Education and Recreation, addressed eight major topics: (1) the physical education and sport profession in Canada; (2) physical fitness (community agencies, radiology, aging and physical activity, the effective physical education program, aerobic fitness, obesity in elementary school, lifetime fitness); (3) motor learning (task difficulty and activity selection); (4) elite athletics (subsidization of athletes, education and training of the highly talented athlete, an analysis of wheelchairs used at the 1980 Olympic Games for the Disabled); (5) the male dancer and homosexuality; (6) administration (the study of physical education and sport administration, formal and informal structure usage in a voluntary sport organization); (7) history of British Columbia's Provincial Recreation program; and (8) curriculum (Japanese judo in the high school required physical education curriculum, and theory and practice of curriculum implementation). (JD)

ED219027 HE015294

1980-1981 Comparative Costs and Staffing Report for Physical Plants of Colleges and Universities.

Association of Physical Plant Administrators of Universities and Colleges, Washington, D.C.

Pub Date 82
Note-188p.
Available from-Association of Physical Plant Administrators of Universities and Colleges, Eleven Dupont Circle, Suite 250, Washington, DC 20036 ($35.00, nonmembers).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Building Operation; Carpentry; *College Buildings; Comparative Analysis; Costs; Electricians; Grounds Keepers; Higher Education; Laborers; Landscaping; *Operating Expenses; Painting (Industrial Arts); Plumbing; Repair; *Salaries; *School Maintenance; *School Personnel; School Surveys; Semiskilled Workers; Skilled Workers; State Surveys; Unskilled Workers

Comparative costs of plant maintenance and operations functions, including staffing costs, for higher education institutions are presented for 1980-1981. The objective of the survey data is to promote comparisons of unit costs per gross square foot of the functions classified as maintenance and operations of plant, the number of full-time employees required to maintain and operate the plant, and the average wages and salaries paid these employees. A total of 407 questionnaires were used in the analysis. Data from these annual surveys are being used by business officers and other college administrators to verify whether they have an efficient operation. The data on unit costs are presented by state or province for six regions of the United States and Canada and for six types of institutions. The statistical tables provide data by state or province abbreviation and a serial number unique to each institution within each state or province. The data are categorized as follows: building area, administration, engineering, building maintenance, custodial, landscape and grounds, utilities, repairs, deferred maintenance outstanding, and specific physical plant functions. Among the staff for which information is presented are the following: chief and associate/assistant physical plant administrators, chief engineer/architect, head/superintendent of maintenance, shop supervisor/foreman, electrician, pipe fitter/plumber, carpenter, painter, groundsman, laborer, custodian. Salary level codes are used, and information is presented on unionized staff. Appended materials include a classification of accounts for the physical plant and a questionnaire. (SW)

ED219084 IR050067

Sundstrom, Grace, Ed.
Selection. ERIC Processing Manual, Section III.
Educational Resources Information Center (ED/NIE), Washington, DC.; ERIC Processing and Reference Facility, Bethesda, Md.; ORI, Inc., Bethesda, Md. Information Systems Div.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Oct 80
Contract No-400-81-0003
Note-40p.; Loose-leaf, updated continuously. One module of the ERIC Processing Manual (IR 050 065).
Available from-ERIC Processing and Reference Facility, 4833 Rugby Ave., Bethesda, MD 20814 ($3.75).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Databases; Documentation; *Evaluation Criteria; *Library Material Selection; Publications; *Quality Control; Reprography
Identifiers-*ERIC

Rules and guidelines are provided governing the selection of documents and journal articles to be included in the ERIC database. Selection criteria are described under the five headings: (1) Appropriateness of content/subject matter; (2) Suitability of format, medium, document type; (3) Quality of content; (4) Legibility and reproducibility; (5) Availability. It is emphasized that quality of content is ERIC's single most important selection criterion. Various types of documents are listed and grouped, for selection purposes, under the headings "Most Suitable," "Acceptable," "Unsuitable." Possible actions to remedy physical problems with otherwise acceptable documents are described. Factors to be considered when selecting documents of the following special types are covered in detail: dissertations and theses; brief materials; corporation-produced materials; bibliographies; documents that cannot be reproduced; documents of local/parochial interest; instructional materials (for student or teacher); research reports. A special section deals with the selection of journals for coverage and the selection of journal articles from journals not covered comprehensively. (TB)

ED219103 JC820346

Story, Sherie; Swanson, David

Getting at the Factors Underlying Trends Using Statistical Decomposition Techniques.

Washington State Board for Community Coll. Education, Olympia.

Pub Date [82]

Note-13p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Colleges; *Educational Trends; *Employment Patterns; *Enrollment Trends; Mathematical Models; Organizational Change; *Statistical Analysis; Statistical Bias; *Trend Analysis; Two Year Colleges

Identifiers-*Decomposition Analysis (Statistics); *Washington

This paper presents and illustrates a technique that can be used to analyze the internal and external influences on community college enrollment trends and staffing patterns in a way that quantitatively expresses the amount of increase or decrease attributable to various competing factors. Introductory material relates the rationale behind the Washington State Board for Community Colleges' choice of a statistical approach for its comprehensive review of the status of the community college system. Next, a formal mathematical presentation of the descriptive statistical approach chosen, which is based on decomposition analysis, is presented, followed by an outline of the technique's limitations, particularly the fact that the order in which variables are introduced affects the outcome of the analysis. Then three examples, using actual data from the Washington community college system, highlight the application of the technique and its value in ascribing weights to different factors in explaining: (1) changes in community college participation rate over time and the contribution to these changes by the population's sex-structure, age-structure by sex, and participation rate structure; (2) differences in participation rates between two community college service areas; and (3) changes in faculty/student ratios at a specific college over time. The paper concludes with a discussion of how the technique can be used to analyze changes in institutional practices. (HB)

ED219163 PS012987

Lundin, Janet, Ed.

Nutrition Education--Choose Well, Be Well: A Resource Manual for Preschool, Kindergarten, and Elementary Teachers.

California State Dept. of Education, Sacramento. Office of Curriculum Services.

Pub Date 82

Note-40p.

Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($2.25, plus sales tax for California residents).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Education; Elementary School Teachers; *Instructional Improvement; *Nutrition Instruction; Preschool Education; Preschool Teachers; Resource Materials; Teaching Guides

Identifiers-California; *Food Selection

To be used in conjunction with the "Nutrition Education--Choose Well, Be Well" curriculum series, this resource manual is designed to help teachers in preschools, kindergartens, and grades 1 through 6 acquire the proficiency necessary for providing effective nutrition education. The document is based on the goals set forth in the Health Instruction Framework for California Public Schools and topics identified in the publication entitled "Minimum Proficiency Levels for Nutrition Education in California Schools." Chapter 1 of the document presents introductory information about the manual's objectives and organization, while chapters 2 through 6 cover the five topics identified in the California nutrition education minimum competency guidelines: food choices, factors influencing food choices, food-related careers, consumer competencies, and food handling. To ensure systematic achievement of the goals of California's nutrition education program, minimum proficiency levels for students were developed for each of these topics and specific questions are asked so that the teacher can check retention of key information. Answers are provided after each set of questions. (MP)

ED219242 SE038299

Major Private Organizations in the Population Field. No. 10.
Population Crisis Committee, Washington, D.C.
Pub Date Jul 82
Note-13p.
Available from-Population Crisis Committee, 1120 19th St., N.W., Washington, D.C. 20036 (free) while supply lasts.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Environmental Education; *Family Planning; Higher Education; *Nonprofit Organizations; *Organizational Objectives; *Population Education; Private Agencies; Private Financial Support; *Program Descriptions

Today's awareness of world population problems owes much to the work of private organizations. The private sector has traditionally taken the lead in this field, pressing governments of both developed and developing countries to adopt appropriate policies and to extend family planning services and education nationwide. While each organization has its own distinct program, most population organizations work cooperatively to support effective actions and new initiatives in such varied fields as family planning services and communication, contraceptive and demographic research, and political action. Population organizations worldwide now number literally in the hundreds. Therefore, the list of 40 organizations provided (with descriptions of their activities) is highly selective, including only major private organizations with a primary focus on population trends, family planning programs, and reproductive rights. Additional selection criteria include publisher of influential publications, funder or implementing agency of family planning programs, and extensive outreach or influence (implied by an annual budget of $350,000 or more). A supplementary listing of major professional membership organizations in the population field, multilateral organizations and government agencies providing population assistance, U.S. foundations providing funding for population programs, and major U.S. (university-based) population study and research centers is also provided. (Author/JN)

ED219432 TM820447

Corno, Lyn; Mandinach, Ellen B.

Applying a Theoretical Model of Academic Motivation to Classroom Data.

Stanford Univ., Calif.
Spons Agency-Spencer Foundation, Chicago, Ill.
Pub Date Apr 81
Note-35p.; Paper presented at the Annual Meeting of the American Educational Research Association (65th, Los Angeles, CA, April 13-17, 1981).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement; Classroom Research; Grade 3; Group Dynamics; Locus of Control; *Models; Performance Factors; Primary Education; Self Esteem; Student Behavior; *Student Motivation; Verbal Ability
Identifiers-Secondary Analysis

This study applied a model of student academic motivation to an existing set of classroom data from 323 third graders in 17 classes from 2 Stanford, California elementary school districts. The model proposed that common forms of student-motivated behavior, such as task engagement, are systematically related to students' cognitive structures and their active inferences and interpretations as they initiate academic tasks. The application was a mechanism for increasing the understanding of a complex set of classroom variables and assessing hypothetical predictions from the model. The results showed that, within a given class, the higher the ability, the more self-esteem students exhibited relative to others in the class; that contextual factors had minimal influence on students' self-esteem; and, that changes in students' self-esteem did relate to their year-end academic performance. The analyses showed little variation across classes between pre- and post-test self-esteem. Results showed predicted relationships among student verbal ability, internality, self-esteem, and academic performance, as well as evidence that the average ability level of the class may alter such relationships. A more precise specification of cyclical models and an attempt to operationalize variables according to some real-world correspondence should permit more controlled assessments. (Author/PN)

ED219201 RC013507

Brewer, Linda Skinner

O Wakaga. Activities for Learning about the Plains Indians.

United Indians of All Tribes Foundation, Seattle, Wash.

Pub Date 81

Note-47p.; Paper copy not available due to publisher's choice. For related document, see ED 214 720.

Available from-Daybreak Star Press, United Indians of all Tribes Foundation, P.O. Box 99253, Seattle, WA 98199 ($6.00 per copy).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Activity Units; *American Indian Studies; Clothing; Cultural Education; *Cultural Influences; Elementary Education; *Enrichment Activities; Legends; Life Style; Tribes

Identifiers-American Indian History; Coloring Books; *Lakota (Tribe); Plains Indians (Anthropological Label)

A companion to The Mamook Book (ED 214 720), the student activity book teaches about Plains Indian cultures (in particular about Lakota life) through a series of activities such as: coloring panoramas of a Plains tipi encampment and a contemporary reservation; depicting historical and contemporary children; making a mobile; constructing a tipi and a war shield; reading a legend; learning the uses of the buffalo; and preparing recipes of traditional foods. (ERB)

ED219303 SO014092

Chinese and American Women: Issues of Mutual Concern. Wingspread Brief.

Johnson Foundation, Inc., Racine, Wis.
Pub Date 79
Note-9p.; Photographs may not reproduce clearly. Report of Wingspread Conference (Racine, WI, May, 1979).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Chinese Culture; Civil Rights; Displaced Homemakers; Employed Women; Family Role; *Feminism; Marriage; Public Health; Sex Discrimination; Sex Fairness; Womens Education
Identifiers-China (Peking); United States

This article briefly describes a conference of Chinese and American women held to discuss womens' issues and promote mutual understanding between the two groups. The cultural exchange of information at the conference focused on discussion of the All China Womens' Federation (ACWF); the roles of women in China and the United States in the areas of health, education, employment, and the family; and miscellaneous womens' issues. Specifically discussed were: the current campaign of the ACWF to mobilize and organize women to promote China's modernization; current medical issues in the United States such as teenage pregnancy, smoking, and heart disease; China's grassroots health care outreach; the contemporary discriminatory practices against women in U.S. education today; the problem of getting women into high-paying powerful jobs in the United States; the enormous increase in women in the labor force in China since 1949; the problem of divorced women who are displaced homemakers in the United States; and the Chinese view that all social forces must contrive to preserve marriage. Miscellaneous issues such as ERA, Social Security, and pension plans in the United States were also considered. (NE)

ED219365 SP020555

Filby, Nikola; And Others

What Happens in Smaller Classes? A Summary Report of a Field Study. Class Size and Instruction Project.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

Spons Agency-National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 80

Note-27p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement; Class Organization; Classroom Environment; Classroom Techniques; *Class Size; Elementary Education; Grade 2; Individual Instruction; *Small Classes; Small Group Instruction; Student Behavior; Student Placement; Student Teacher Ratio; *Teacher Attitudes; Teacher Behavior; Teaching Methods; *Teaching Styles

A study was conducted to describe change (and lack of change) in instructional processes and teacher and student behavior when class size was reduced by one-third midway through the school year. Two second grade classes from two schools participated; one school was in rural Virginia, the other an inner-city school in California. Information was collected through observation, teacher journals, and interviews, and teachers and researchers collaborated throughout the study. General patterns of change occurred when class size was reduced. Teachers reported that classroom management seemed easier and more effective. There was also evidence that classes functioned more smoothly, student attention rates were generally higher, and there were fewer absences. The teachers welcomed the opportunity for greater individualization of instruction. Changes in curriculum also occurred, most in the form of enrichment activities such as more instructional games, reading for pleasure, and field trips. Within the basic reading and mathematics curriculum, some teachers found that students completed lessons and progressed through the curriculum more quickly. Other teachers developed lessons in greater depth. While the teachers expressed a sense of greater freedom from the constraints imposed by a large class and increased enthusiasm, it appeared that easing these constraints allowed the teachers to do what they were already inclined to do in a better fashion. Most of the changes could be described as modifications or improvements within the teachers' existing styles and plans of instruction. (JD)

ED219409 TM820420

Skinner, Harvey A.; Lei, Hau
Manual for Modal Profile Analysis.
Pub Date Nov 80
Note-33p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Classification; *Computer Programs; Program Descriptions; Research Design; *Statistical Analysis
Identifiers-FORTRAN Programing Language; *Modal Profile Analysis

Modal Profile Analysis (MPA) is a Fortran IV program for the identification and cross validation of relatively homogenous subgroups within a dimensional or ordination space. This classification approach is designed for use with several samples in a multiple replication design. The program consists of three stages: (1) identification of preliminary types within each of m samples, (2) replication of these types across samples, and (3) generalizability of the typology with new samples. The computations are based on a sequential application of the singular value decomposition. An important feature of this program is that it allows one to differentiate the independent contribution of elevation, scatter, and shape parameters in defining profile similarity. MPA is based on a dimensional (ordination) approach to classification, although one may identify discrete clusters within the low dimensional space. This user's manual contains four sections: Introduction; Job Set-up; An Example; and Implementation Instructions. (Author/PN)

ED219453 TM820482

Linimon, Diane; Borich, Gary

Evaluator as Technician versus Evaluator as Change Agent: A Continuum of Power Relationships.

Pub Date Oct 81

Note-13p.; Paper presented at the Joint Annual Meetings of the Evaluation Network and the Evaluation Research Society (Austin, TX, October, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Change Agents; *Evaluation Methods; *Evaluators; *Models; Power Structure; Researchers; *Role Perception; Role Theory

This paper presents a classification and critique of evaluator roles, and discusses the power relationships in which the evaluator engages and the power and influence strategies available to the evaluator within each type of role. The paper describes an evaluator role continuum, from "evaluator as technician" to "evaluator as change agent." At one pole of the continuum, the evaluator is portrayed as an "illuminator" fulfilling the technical functions of information gathering and reporting for the party commissioning the evaluation. As the evaluator role shifts from this pole, the evaluator fulfills the additional functions of interpreting information, describing the social-political context of the evaluation, and identifying and advocating alternative courses of action. At this opposite pole of the continuum, the evaluator is portrayed as a change agent, actively participating in the planned change process. This role continuum brings together under the unifying theme of power relationships these and other depictions of the evaluator role which have appeared in the evaluation literature. (Author)

ED219472 UD022455

Li, Gertraude Roth; Johnson, Winston
Afghans: The Challenge of Sponsorship.
World Relief Corp., Nyack, NY.
Pub Date Jun 82
Note-11p.; For related documents see UD 022 457-458.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adjustment (to Environment); *Cultural Background; *Cultural Differences; Females; Foreign Countries; Individual Characteristics; Job Application; Males; North American Culture; *Refugees; Relocation; Social Influences; *Sociocultural Patterns
Identifiers-Afghanistan; *Afghans

Provided in this report are descriptions of the sociocultural background of Afghan refugees and other information that may be of use to those involved in sponsoring Afghan refugees in the United States. The report discusses facets of Afghan life and culture, including religion, personal relationships, family structure, and male-female relations; describes differences in Afghan and American lifestyles; and explains Afghan patterns of thinking and behavior that may influence their personal interactions, adjustment to work situations, and ways of dealing with different aspects of life in the United States. The report suggests that American sponsors for Afghan refugees can best deal with adjustment difficulties by understanding Afghan culture and gaining the refugees' trust and friendship. (MJL)

ED219142 PS012955

Romano, Bridget M.; Berndt, David J.

Does Maternal Employment Predispose a Child to Depression?

Pub Date Aug 81

Note-13p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-28, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Depression (Psychology); *Early Experience; Emotional Experience; *Employed Women; *Mothers; Parent Child Relationship; Questionnaires; Rejection (Psychology); *Young Adults

Identifiers-*Retrospective Studies (Psychology)

This study investigated the question of whether maternal employment during childhood predisposed a child to depression. One hundred and eight college students completed self-report measures of depression and retrospecive accounts of maternal absence due to employment. Forty-five of the subjects had mothers who had worked before they were 12 years of age, and the remaining 63 had nonworking mothers. It was predicted that subjects' self-reported lack of maternal inclusion would be related to depression. Additionally, it was expected that there would be an interaction between mothers' working or not working and subjects' self-reported feelings of maternal exclusion. Results supported recent evidence that the quality of mother/child interaction, rather than the amount of maternal absence, was related to subsequent depressive symptomatology. Lack of maternal inclusion was significantly related to instrumental helplessness, poor self-esteem, sad mood, low energy, and guilt. The relationship between maternal employment and depression was nonsignificant. (Author/MP)

ED219182 RC013481

Lazarine, Dianne

Yo Ciudadano: Un Curriculo de Experiencias para Educacion Civica. Nivel: Cuatro (Citizen Me: An Experiential Curriculum for Citizenship Education. Level: Four).

Harris County Dept. of Education, Houston, Tex.

Spons Agency-Texas Governor's Office, Austin. Criminal Justice Div.

Pub Date 81

Grant-JA-79-C03-5874

Note-46p.; For related documents, see RC 013 473-487. Translated by Pablo Guerra.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Bilingual Instructional Materials; Citizen Role; *Citizenship Education; Citizenship Responsibility; Curriculum Guides; *Decision Making Skills; Elementary Education; Fire Protection; Grade 4; Laws; Learning Activities; Power Structure; *Safety Education; *Social Studies; *Units of Study; *Vandalism

Identifiers-Citizen Me Project TX; *Shoplifting

Integrating concepts of basic citizenship education with community involvement, this experiential curriculum provides a means for developing decision making and critical thinking skills within the existing fourth grade social studies curriculum. The 11 lessons, translated into into Spanish, cover the following concepts: responsibility in the care of property, vandalism, precaution against vandalism, authority, law, citizenship, and individuals as lawmakers and law followers. The lessons aim to teach students about: fire safety for conservation of life and property, the use of rational decision making, the elements of arson, the difference between public and private property, vandalism and its prevention, shoplifting, what a law is and who it affects, the meaning of and the necessity for authority, who is in authority at school and their duties, what goes into being a good citizen, and the meaning of citizenship in its various aspects. Each lesson includes a purpose statement, concepts to be learned, time and materials needed, student objectives, suggested activities, and evaluation criteria. Among the sugggested activities are discussion questions, vocabulary exercises, word puzzles, fact and opinion questionnaires, short stories, mathematics exercises, writing exercises, and true-false questions. (NQA)

ED219222 RC013546

Tait, John; And Others

Coping With Conflict: Strategies for Extension Community Development and Public Policy Professionals.

North Central Regional Center for Rural Development, Ames, Iowa.
Pub Date Feb 79
Note-178p.; Major presentations at the North Central Region Staff Development Workshop on Coping with Conflict (Zion, IL, May 16-19, 1977).
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Behavior; Community Development; Community Problems; *Conflict; *Coping; Crisis Intervention; *Extension Agents; *Organizations (Groups); Outcomes of Education; *Professional Training; *Skill Development; Social Attitudes; Staff Role; Values
Identifiers-*Community Resource Development; *Public Policy Education; Stress Management

Particularly in the area of community resource development and public issues, Extension personnel in recent years have had to deal with an increasing amount of conflict as professional educators. Extension workers with limited training in conflict management have had to cope with situations usually involving the nature of the problems, the data and information available, establishment of goals, alternative policies for goal achievement, allocation of scarce resources, and vested interests of individuals, informal groups, organizations, and communities. As a follow-up to a 1977 North Central Region Staff Development Workshop on Coping with Conflict, it was decided to develop a resource publication for staff development which would contain the major workshop presentations regarding social conflict. These papers relate to (1) social conflict in community resource development and public policy education, (2) the nature of social conflict and how it operates, (3) understanding conflict strategies and developing skills to deal with it, (4) managing stress in conflict situations, (5) coping with conflict among organizations, and (6) the role of the educator's values in conflict intervention. A final section presents an annotated bibliography of selected resources for dealing with social conflict. (BRR)

ED219264 SE038767

Bainer, Deborah Louise

The Influence of Religious Background and School Philosophy on Moral Reasoning in Selected Columbus High School Seniors.

Pub Date 82

Note-210p.; Appendix contains small print. Master's Thesis, Ohio State University.

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Decision Making; Educational Philosophy; *Environmental Education; Grade 12; High Schools; High School Students; *Moral Development; *Moral Issues; *Predictor Variables; *Religious Factors; Sex Differences; Social Problems; Student Characteristics

Identifiers-Environmental Education Research; *Environmental Issues

This study attempted to determine if the Judeo-Christian tradition, when part of an individual's religious background and when incorporated into school philosophy, influenced the level of decision-making of high school seniors (N=130) in sociomoral and environmental issues. Subjects, attending four public and private schools in the Columbus (Ohio) area, completed three instruments (included in appendices): (1) Defining Issues Test (DIT), measuring a preference for a particular mode of reasoning in moral issues (based on Kohlberg's moral dilemma series); (2) Environmental Issues Test (EIT), measuring thought patterns and processes using dilemmas set in an environmental rather than general social context; and (3) Student Survey, measuring demographic background information, including educational and religious background. Statistical analysis indicated no significant difference between the level of sociomoral development between public (N=78) and private (N=52) school students. Public school seniors scored significantly higher in environmental-related issues. Religious involvement did not correlate significantly with DIT or EIT. Regression analysis showed EIT P score, science courses, and religious affiliation as significant predictors of DIT P score. Significant predictors of EIT P score were DIT P score,

public school attendance, religious affiliation, and female sex. Implications and recommendations are included. (Author/JN)

ED219323 SO014186

Manson, Gary

Objectives for Geographic Education: Results of a State By State Survey.

Pub Date Apr 82
Note-17p.; Paper presented at the Annual Meeting of the Association of American Geographers (San Antonio, TX, April, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Objectives; Educational Research; Elementary Secondary Education; *Geography Instruction; State of the Art Reviews; State Surveys

This report examines objectives for geographic education recently developed by 6 of the 50 states. The objectives reviewed come from the states of North Carolina, South Dakota, Texas, Utah, Virginia, and Wisconsin. These states were selected because there was evidence of recent and intensive effort to develop relatively explicit objectives for geographic education. Therefore, an analysis of these objectives should provide some insight into current ideas about geography in the schools. Only knowledge and skill objectives were analyzed. Two limitations to the study are acknowledged: (1) data from the six states, selected as they were, do not permit generalizations about all the states and (2) some geographers would disagree with the content classification scheme used in the study. Findings and conclusions include the following. Differences among the objectives for geographic education in the six states are striking. For example, more than half of the objectives from Utah and Virginia fall into the information processing category, while less than 10% of South Dakota's are so classified. Twenty-five percent of Wisconsin's objectives concern earth science/physical environment, but in North Carolina that category contains only one percent of the objectives. Overall, judging by these objectives, precollegiate geographic education is a composite of information processing, area studies, and to a lesser extent, man-land geography. Much less attention is given to physical geography, problem solving, and the spatial tradition. It is concluded that precollegiate

geographic education lacks suitable guidelines and criteria for developing and evaluating objectives. (RM)

ED219387 SP020751

Jackson, John J., Ed; Turkington, H. David, Ed.

Quality Programming in H.P.E.R. Volume II. Selected Papers Presented at the Convention of the Canadian Association for Health, Physical Education and Recreation (British Columbia, Canada, June 10-13, 1981). Physical Education Series Number 3.

Victoria Univ. (British Columbia).

Pub Date Jun 81

Note-149p.; For related document, see SP 020 732. Grants from Air Canada, the Canadian Association for Health, Physical Education and Recreation, the Government of Canada, and the Strathcona Trust facilitated the production of this book.

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Administrators; *Athletics; Elementary Secondary Education; Gymnastics; *Physical Education; Psychomotor Skills; *Recreational Activities; Teacher Effectiveness; Teaching Methods

Identifiers-*Canada

This volume contains 27 edited papers, and abstracts of 14 papers, presented during the 1981 convention of the Canadian Association for Health, Physical Education and Recreation. Subjects discussed are listed in 10 categories: (1) working together for quality programs; (2) challenges facing the physical education teacher; (3) skill development and decision making in team sports; (4) history: developing a sport history program; (5) athletics: (arguments against athletic scholarships, the sociology of university athletic awards, competitive physical activity, girl's high school basketball programs); (6) dance for boys, the aesthetic in sport and dance; (7) administration (the budgetary process, comparative Canadian-American research grantmanship and legal responsibility, professional development for physical education teachers); (8) health (venereal disease, the health educator as a role model, maturational assessment of female gymnasts, observation as a teaching behavior, effective teaching, individualized instruction in the secondary school, the problem-solving approach for teachers of gymnastics, teaching rugby in secondary schools, mini-field hockey); (9) adaptive instruction (biomechanical analysis of the high jump of an amputee, program effects on behavior of mentally retarded children); and (10) juggling. The abstracts are brief reports of research studies and innovative programs. (JD)

Shore, Rima, Ed.; And Others

Project KANPE. E.S.E.A. Title VII Final Evaluation Report, 1980-1981.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
Pub Date 81
Grant-G008006165
Note-31p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement; *Academically Gifted; *Attendance; *Bilingual Education Programs; Career Planning; Cultural Education; Dropout Prevention; English (Second Language); French; *Haitians; High Schools; *Limited English Speaking; Mathematics Achievement; Native Language Instruction; Science Instruction; Social Studies; *Transitional Programs
Identifiers-Elementary Secondary Education Act Title VII; French Creole; New York City Board of Education

Project KANPE is a bilingual education program designed to help talented/gifted Haitian high school students of limited English proficiency to acquire second language proficiency while developing their academic skills to the fullest and to prepare them for early entry into mainstream honor classes. The program seeks to accomplish this goal by supplementing basic bilingual services with individualized instruction in intensive English as a second language, native language, and career orientation; mathematics, science, and social studies instruction in French and Creole; and instruction in Haitian and American cultures. This report describes the program as implemented in 1980-81. The report discusses the program background, organization, and participants; implementation of instructional and non-instructional program components; and program evaluation. It is pointed out that because the project operated at sites where bilingual services were not available for Haitians, the staff served all Haitian students who required assistance instead of focusing exclusively on talented Haitian students. Evaluation indicates that (1) the program improved participants' attendance and attitudes toward school; (2) participants mastered English syntax objectives at rates that exceeded program goals; and (3) program attendance generally exceeded school-wide attendance. It is recommended that program goals, instructional objectives, and eligibility criteria be modified, and that record-keeping be more systematic. (Author/MJL)

ED219011 HE015253

Dyck, W.; And Others

Improving the Effectiveness of Undergraduate Education: An Experience from a Belgian University.

Spons Agency-Ministry of Education and Cultural Affairs, Brussels (Belgium).
Pub Date Mar 82
Note-29p.; Research for this paper was supported by IPEK (Interuniversity Project for the Improvement of Undergraduate Education), an initiative of the Belgian Minister of Education.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement; Academic Standards; Behavioral Objectives; *Cognitive Objectives; Feedback; Foreign Countries; Formative Evaluation; Higher Education; Institutional Research; Mastery Learning; *Mastery Tests; Measurement Techniques; *Self Evaluation (Individuals); *State Universities; *Undergraduate Study
Identifiers-*University of Antwerp (Belgium)

A research-oriented project to improve the effectiveness of undergraduate education at the state University of Antwerp, Belgium, is described, and the higher education system and conditions in Belgium are noted. Attention was focused on the outcome-based paradigm, according to which the primary goal of instruction is to ensure that all students who decide to enroll and who are prepared to make the effort, are successful. The project started in 1977 at the University of Antwerp with the introduction of the concept of mastery learning. For the first time, freshmen were systematically informed in detail about the course requirements, before and during the academic period, and received feedback. Participating departments were asked to make explicit their expectations concerning the cognitive entry level for the courses (e.g., mathematics, physics, chemistry, dentistry). Self-evaluation instruments for general and organic chemistry were also constructed. In this ongoing project, other disciplines have been included: zoology, botany, anatomy, and the first year curriculum of medical school. Evaluation was directed to determine whether the innovation affected undergraduate learning and instruction. The results of entry tests, progress tests, examination scores, and grades were studied. On the entry tests, 20 percent of the students reached a mastery score of 80 percent. Later tests, that are essentially domain- or criterion-referenced, revealed that most students fell below the 50 percent cut. Despite these objective test findings, the attitudes of students toward formative self-evaluation were very positive. It is suggested that a staff-training program be implemented to help improve objective measurement of learning. (SW)

ED219044 HE015322

Johnson, John A.

A Profile of Faculty of Doctoral Programs in the Study of Higher Education in the United States. ASHE Annual Meeting 1982 Paper.

Pub Date Mar 82
Note-23p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 2-3, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Faculty; Curriculum Evaluation; *Doctoral Programs; Educational Background; Evaluation Criteria; Full Time Faculty; *Higher Education; Individual Characteristics; Males; *Postsecondary Education As a Field of Study; Program Evaluation; Publications; Research Projects; Scholarship; *Teacher Attitudes; Teacher Characteristics; Teacher Qualifications; *Teaching Experience; Whites; Work Experience
Identifiers-*ASHE Annual Meeting; Faculty Publishing

Selected findings are presented of a study designed to identify the personal characteristics, educational background, work experience, and career patterns of the faculty of doctoral programs in the study of higher education. Attention is also directed to their perceptions of various elements relevant to the study of higher education, including the most important faculty qualifications, the most important criteria in evaluating these doctoral programs, and the most outstanding programs. The schools offer a Doctor of Philosophy or Doctor of Education degree with higher education as a field of study, and each faculty member spends one-half or more of his or her effort with the doctoral program, including teaching and supervising doctoral students. For sixty-five institutions, 200 faculty members responded to a questionnaire in 1978. Among the characteristics of the typical faculty member are the following: male Caucasian who is 48.5 years old, tenured, full professor who is employed full-time in the doctoral program; teaches 6 or more equivalent semester hours of courses per term and assists 18.8 advisees; has been employed at 3.2 postsecondary institutions and has 6.3 years of administrative experience and 10.3 years of teaching experience; has published no books, one or two monographs, and 5 to 10 articles related to higher education; considers knowledge of the field and teaching competence to be the most important qualifications for himself and his colleagues; considers research competence to be an important qualification, but less important than the other two; and in assessing the quality of doctoral programs in the study of higher education, perceives the teaching expertise of faculty and the research and publications of faculty to be the most important criteria. (SW)

ED219062 IR010276

The Indiana Library Resource Sharing Manual.
Indiana State Library, Indianapolis.
Pub Date Feb 82
Note-155p.; Pages on colored paper may not reproduce well.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Guidelines; *Interlibrary Loans; *Library Cooperation; Library Networks; *Library Services; *Policy; *Shared Services
Identifiers-*Indiana

Intended to encourage the appropriate and informed use of resource sharing mechanisms and services through the establishment of common policies and procedures throughout Indiana, this manual brings together in one document a description of current resource sharing activities in the state, codifies general practices, and provides guidelines based on existing interlibrary loan patterns. In order to facilitate review, use, and revision, it is organized so that each major aspect of resource sharing is dealt with in a separate part. These aspects include interlibrary loan guidelines, reciprocal borrowing, document delivery, and distribution and revision policy and procedure. Within each part the material is arranged so that the policy governing an operation is presented before the procedure by which it is carried out. Policies are printed on white paper and procedures on yellow to facilitate use.

Fourteen appendices present additional reference material including a user comment sheet. (RAA)

ED219122 JC820387

Study of Remedial/Developmental Education in Maryland Community Colleges, Fiscal Year 1980: An Update on Enrollments and Costs with Alternative Recommendations.

Maryland State Board for Community Colleges, Annapolis.
Pub Date Jan 82
Note-50p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Community Colleges; Educational Finance; *Enrollment Trends; *Financial Support; *Program Costs; *Remedial Programs; *State Aid; State Surveys; Two Year Colleges
Identifiers-*Maryland

In 1981, the Maryland State Board for Community Colleges (MSBCC) conducted a study of the funding of remedial education in the state's community colleges, with the intent of recommending alternative approaches to community college funding for consideration by the legislature. Presidents of each of the 17 community colleges were contacted and asked to supply information on credit and non-credit enrollments, costs of credit and non-credit courses, costs of specific non-credit remedial activities and services, and need for additional funding. Responses were received from all presidents and were compared with findings from a similar study conducted in 1979. The study showed that: (1) remedial credit enrollments had grown only slightly faster than overall enrollments; (2) modest growth had occurred in non-credit remedial enrollments; (3) costs of remedial courses were not generally higher than costs for non-remedial instruction; and (4) costs for specialized support services ranged form 1% to 2% of the community college operating budgets. Based on the study, the MSBCC recommended that flat grants to community colleges be scaled to reflect the percentage of state support to public schools and that the state provide additional assistance to Maryland community colleges based on the remedial course headcount enrollment during fiscal year 1980. The study report includes data tables and the survey instrument. (KL)

ED219164 PS012988

Merklein, Robert, Ed.

Nutrition Education--Choose Well, Be Well: A Resource Manual for Secondary Teachers.

California State Dept. of Education, Sacramento. Office of Curriculum Services.

Pub Date 82

Note-55p.

Available from-Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802 ($2.25, plus sales tax for California residents).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Instructional Improvement; Junior High Schools; *Nutrition Instruction; Resource Materials; Secondary Education; Secondary School Teachers; Teaching Guides

Identifiers-California; *Food Selection

This resource manual is designed for use by teachers of grades 7 through 12 in conjunction with the "Nutrition Education -- Choose Well, Be Well" curriculum series. Based on the goals set forth in the Health Instruction Framework for California Public Schools and the topics identified in the publication entitled "Minimum Proficiency Levels for Nutrition Education in California Schools," the manual is intended to help teachers acquire the skills necessary for providing effective instruction in this area. Chapter 1 of the document presents an introductory overview to the manual's objectives and organization, while chapters 2 through 6 cover the five topics identified in the California nutrition education proficiency guidelines: food choices, factors influencing food choices, food-related careers, consumer competencies, and food handling. For each of these topics, minimum proficiency levels for students are indicated and specific questions are asked so that teachers can check retention of key facts. Answers are provided after each set of questions. (MP)

ED219284 SE038796

Sousa, David A.; And Others

A Survey of Science Teaching in the Secondary Schools of New Jersey 1981-82.

New Jersey Science Supervisors Association.
Pub Date 82
Note-23p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Biology; Chemistry; Earth Science; Elective Courses; Physics; Science Course Improvement Projects; Science Education; *Science Instruction; *Science Programs; *Science Supervision; Science Teachers; Secondary Education; *Secondary School Science; *State Surveys; Textbooks
Identifiers-*New Jersey

Questionnaires were sent to 382 public and non-public New Jersey secondary schools to determine the status of science teaching during 1981-1982. Survey results (with 55% response) are reported for general information (staffing, certification, teaching duties, and others), supervisory personnel, subject matter organization, textbooks used, second year courses, and science electives. Highlights focus on percentage of students taking science (increase from 61.9% in 1978 to 67.0% in 1982), field trips, reimbursement for conferences/conventions, teaching load and non-teaching duties, paid laboratory assistants, staff decreases (due to teachers accepting positions in business/industry and declining enrollments), supervisor experiences, supervising teaching load, supervisor certification, supervisors and evaluation of personnel, advanced placement programs, second year courses, instructional time, double lab periods (decreasing in biology, chemistry, and physics), program and program use (decrease in use of science course improvement project materials- BSCS, Chem Study, Project Physics, PSSC Physics, and ESCP Earth Science, and increase in IPS, Modern Physics, and Modern Chemistry), and earth science, physical science, biology, chemistry, and physics textbooks used in 1969, 1974, 1978, and 1982. (JN)

ED219410 TM820421

Lord, Frederic M.

Maximum Likelihood Estimation of Item Response Parameters When Some Responses Are Omitted.

Educational Testing Service, Princeton, N.J.

Spons Agency-Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No-ETS-RR-82-5-ONR

Pub Date Jan 82

Contract No-N00014-80-C-0402

Note-27p.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Guessing (Tests); *Latent Trait Theory; *Mathematical Models; *Maximum Likelihood Statistics; Scoring; Testing Problems; Test Items

Identifiers-*Omitted Responses

Explored are two theoretical approaches that attempt to cope with omitted responses, that is, when an examinee omits (fails to respond to) an item and therefore the item response formula cannot be used. Preliminary considerations are discussed, and it is shown that a conveniently simple application of equivalent items leads to internal contradictions. A rigorous mathematical model for response or omission is suggested as a plausible alternative. Special cases of the model are investigated for insight into implementation of the model, but are not recommended for practical use. (Author/PN)

ED219473 UD022456

Li, Gertraude Roth

El Salvador and Its Refugees.

World Relief Corp., Nyack, NY.
Pub Date Mar 82
Note-10p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Demography; Developing Nations; Economic Factors; Federal Legislation; Foreign Countries; *Humanitarianism; *Illegal Immigrants; International Relations; *Political Influences; *Public Policy; *Refugees; *Relocation; Social Action
Identifiers-*El Salvador; Refugee Camps

Since a 1979 coup, El Salvador has been ruled by a civilian-military junta supported by the oligarchy; officially, the junta is committed to social and economic reforms. Civilian guerrillas oppose the government which they believe is not interested in real reform. The United States supplies financial and military aid to the junta and believes the guerrillas to be Cuban and Soviet incited and supported and therefore a threat to U.S. national security. Fear for their lives and the inability to make a living have forced many Salvadorans to leave their country and become refugees in Central America, nearby Honduras, Guatemala, and Mexico. Recently, efforts have been made to remove refugees from Honduras in order to clear the boarders of guerrilla sympathizers. Thousands of Salvadorans attempting to enter the U.S. have been denied political asylum because U.S. policy supports the Salvadoran government. Those Salvadorans who have been apprehended for entering the U.S. illegally are jailed, denied due process, and in most cases forcibly returned to El Salvador where they face possible death. Salvadorans in U.S. detention centers have to deal with enormous psychological pressures, poor living conditions, and inadequate legal advice and assistance. A humane concern for Salvadorans, whose lives would be endangered by deportation, ought to override political considerations concerning action in El Salvador. (Author/MJL)

Tribal Sovereignty: Indian Tribes in U.S. History. Teacher's Guide.
United Indians of All Tribes Foundation, Seattle, Wash.
Pub Date 81
Note-14p.; For related document, see ED 195 369. Paper copy not available due to publisher's choice.
Available from-Daybreak Star Press, United Indians of All Tribes Foundation, Daybreak Star Cultural-Educational Center, Discovery Park, P. O. Box 99253, Seattle, WA 98199.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Acculturation; *American Indians; Behavioral Objectives; Cultural Activities; *Culture Conflict; *Discussion (Teaching Technique); *Federal Indian Relationship; Federal Legislation; Secondary Education; Teaching Guides; *Tribal Sovereignty; *Writing Exercises
Identifiers-*American Indian History

Designed for use with "Tribal Sovereignty: Indian Tribes in U.S. History" (ED 195 369), the teacher's guide includes 6 learning objectives, 33 questions for discussion and writing, and 6 ideas for research projects. Discussion questions cover four topics: (1) Indian governments; (2) policy development to 1871; (3) strategy of assimilation (policy development 1871-1920); and (4) a policy for the future 1920. Additionally, 17 suggested resources and a list of other publications are included. (AH)

ED219343 SP020311

Biro, Ruth

Children's Hungarian Heritage. Educational Curriculum Kit 1.

Hungarian Ethnic Heritage Study, Pittsburgh, PA.

Spons Agency-American Hungarian Educators' Association, Silver Spring, Md.; Office of Elementary and Secondary Education (ED), Washington, DC. Ethnic Heritage Studies Program.

Pub Date 81

Note-51p.; For related documents, see SP 020 312-320.

Available from-Paul Body, 5860 Douglas St., Pittsburgh PA 15217 ($1.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Cultural Awareness; *Cultural Background; *Cultural Education; Elementary Secondary Education; Ethnic Origins; Ethnic Studies; *Folk Culture; Foreign Countries; *Hungarian; *Language Enrichment; Mythology; *Pronunciation

Identifiers-*Hungary

This booklet was designed as a guide to Hungarian traditions primarily of interest to children. The topics covered suggest the diversity of the Hungarian heritage, from the legends of the founding of Hungary to contemporary Hungarian customs and arts. Brief discussions are presented on: (1) the Hungarian language, pronunciation of frequently used words and phrases, and Hungarian names; (2) games and dances; (3) holiday customs; (4) cuisine; and (5) crafts and national symbols. A bibliography of children's books and materials is included. (JD)

ED219454 TM820483

Kane, Michael; Wilson, Jennifer

Errors of Measurement and Standard Setting in Mastery Testing.

Pub Date Mar 82
Note-14p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, March 20-22, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Criterion Referenced Tests; *Cutting Scores; *Error of Measurement; Mastery Tests; Scores; *Test Reliability; *Test Theory
Identifiers-Domain Referenced Tests; Misclassification (Statistics); *Standard Setting

This paper evaluates the magnitude of the total error in estimates of the difference between an examinee's domain score and the cutoff score. An observed score based on a random sample of items from the domain, and an estimated cutoff score derived from a judgmental standard setting procedure are assumed. The work of Brennan and Lockwood (1980) is extended by explicitly considering the covariance between errors of measurement and errors in standard setting. In combining the two kinds of errors, it is found that the item effect included in the error of measurement is correlated with the item affect that appears in the standard setting error. Therefore, in addition to the variance components for the different sources of error, the total error variance includes the covariance between the two item effects. The implications of these results for the probability of misclassification are also discussed. (PN)

ED219028 HE015296

Berve, Nancy M., Ed.

[Annual Reports for the Academic Year 1980-81 from 49 States, the District of Columbia and 3 Canadian Provinces Focusing on Problems, Issues, Achievements and Other Areas of Interest to the Postsecondary Education Community.]

Education Commission of the States, Denver, Colo.
Pub Date 81
Note-97p.
Available from-Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, CO 80295.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Budgeting; College Administration; College Faculty; College Planning; College Programs; College Students; *Educational Finance; Educational Trends; *Enrollment Trends; Federal Aid; Financial Problems; Governance; *Higher Education; Information Systems; Master Plans; National Surveys; Nontraditional Education; *State Agencies; State Aid; State Boards of Education; State Surveys; *Statewide Planning; *Student Financial Aid; Teacher Salaries; Tuition

Annual reports are presented for the academic year 1980-1981 from 49 states (except Maine), the District of Columbia, and three Canadian provinces focusing on problems, issues, achievements, and other areas of interest to the postsecondary education community. Specific topics include the following: long-range plans for higher education, desegregation, off-campus program review, new program approval, new programs moratorium, new branch campuses, the structure and function of postsecondary commissions, academic library master planning, appropriations, tuition and fees, capital budget formula, fiscal and policy analyses, fiscal constraints, student aid computerization, student loans and other financial aid, energy conservation, governance and regulation, consortium, statutory responsibilities, institutional licensure, statewide databases, equal opportunity and affirmative action, legislation, open entry/exit, enrollment trends, graduate assistants, military base programs, cooperative programs, student transfer programs, lifelong learning, educational information centers, the relationship between business and higher education, occupational services and programs, vocational/technical education funding, health sciences education, nontraditional education, educational television, quality improvement, student performance standards, student advisement, degrees conferred, student exchange programs, medical education programs, veterinary medicine, reduced federal funding impact, budget reductions, collective bargaining, aid to private institutions, teacher education, adult education, part-time students, needs of American Indians, the disadvantaged, status of women, and basic skills. (SW)

ED219085 IR050068

Brandhorst, Ted, Ed.

Handling and Shipping. ERIC Processing Manual, Section IV.

Educational Resources Information Center (ED/NIE), Washington, DC.; ERIC Processing and Reference Facility, Bethesda, Md.; ORI, Inc., Bethesda, Md. Information Systems Div.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Jan 81
Contract No-400-81-0003

Note-55p.; Loose-leaf, updated continuously. One module of the ERIC Processing Manual (IR 050 065).
Available from-ERIC Processing and Reference Facility, 4833 Rugby Ave., Bethesda, MD 20814 ($3.75).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Documentation; *Information Processing; Library Technical Processes; Office Practice; Records (Forms)
Identifiers-*Document Handling; *ERIC; Mailing and Shipping

Rules and guidelines are provided for the handling and shipping of document and journal article information intended for announcement in ERIC's abstract journals "Resources in Education" and "Current Index to Journals in Education." The handling and shipping involved takes place between the ERIC Facility and the ERIC Clearinghouses (both ways). A wide variety of topics are covered: duplicate checking, priority documents, date stamping, acknowledgments to contributors, inter-clearinghouse transfers, NIE Policy Disclaimer labels, reproduction release labels, scope overlap labels, log sheets, packing and wrapping, address labeling. Detailed instructions are given for contributing data to the system-wide duplicate checking tool, the "Acquisitions Data Report" (ADR). (TB)

ED219104 JC820359

Junior and Community College Research: Texas, 1981-1982. The 1982 Research Report to the Texas Association of Junior and Community College Instructional Administrators.

Texas Association of Junior and Community Coll. Instructional Administrators.
Pub Date Jun 82
Note-160p.; Prepared by the Research Committee.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Academic Advising; Career Choice; College Environment; *College Instruction; Community Colleges; Disabilities; Educational Needs; Institutional Research; National Surveys; Part Time Faculty; Professional Associations; School Schedules; State Surveys; *Two Year Colleges; *Two Year College Students
Identifiers-*Texas

This collection provides papers, study reports, and document abstracts related primarily to community college education in Texas. Section I, which presents institutional studies, papers, and reports, begins with a summary of a study by Amarillo College of the 4-day class week in Texas. community colleges. Next, David A. McKay reports on a community survey of the postsecondary educational needs of disabled persons in Travis County. After James A. Swindling outlines an academic intervention system for students at Eastfield College, Clarence Ates and others analyze the effects of two modes of instruction on career decision-making abilities. Next, R. B. Golemon presents a list of state organizations of instructional administrators, and Milton L. Smith summarizes a study of the status of part-time faculty in private 2-year colleges in the United States. Dayton Young Roberts then outlines strategies for personalizing the college learning climate. Section II provides abstracts and excerpts from reports and dissertations on program development, Frank Phillips College's economic impact on its locality, career guidance for handicapped students, management functions, counseling priorities, student attrition, and enrollment trends among older adult students. Section III lists relevant dissertation titles from Texas A & M University and the University of Texas at Austin. Appendices include research committee guidelines and a bibliography. (HB)

ED219143 PS012956

Segal, Jonathan

Parental Sex-Typed Perceptions of Their Infants at Two Different Ages.

Pub Date Apr 82
Note-10p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 15-18, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age Differences; *Individual Characteristics; *Infant Behavior; *Parent Attitudes; Questionnaires; Sex Differences; *Sex Role; *Sex Stereotypes

Parental sex-typed perceptions of infants at two different ages were examined in this study. Twenty-nine primiparous couples were recruited from a local hospital where they had been participating in various childbirth and child-care education programs. Sixteen were parents of boys, and 13 were parents of girls. First when their children were 5 to 9 months old and again when they were 12 to 17 months old, all parents completed questionnaires consisting of 20 bipolar word pairs arranged on 7-point scales. Parents were asked to circle the point on the scale which most closely represented their perception of their child. Results indicated that both parents' perceptions of daughters differed rather consistently and often significantly from perceptions of sons. On both questionnaire administrations, boys were seen as more aggressive, firmer, bigger, calmer, rougher, more stubborn, and less easily scared than girls. For the second administration only, boys were regarded as significantly noisier and less cuddly than girls. It was concluded that, at both ages, parents do stereotype their infants according to sex. (MP)

ED219243 SE038301

Owen, John

The Recent Literature: Implications for the Design of Preservice Programs. Papers on the Education of Science and Mathematics Teachers. No. 1.

Melbourne State Coll. (Australia). Tertiary Education Research Unit.

Pub Date Feb 80

Note-77p.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Curriculum; *Curriculum Development; Educational Research; *Mathematics Education; Mathematics Teachers; *Preservice Teacher Education; Program Design; Program Development; *Science Education; Science Teachers; Teacher Education

Identifiers-Australia; *Mathematics Education Research; *Science Education Research

This document focuses on implications for the design of preservice education programs for science and mathematics teachers. It is assumed that the goal is to prepare effective teachers, so the literature devoted to teacher effectiveness is first examined. This material is primarily aimed at improvement in Australia, but the concepts and issues discussed are seen as broader-based. The major sections of this text are: (1) A Summary of Initiatives in the Study of Teacher Effectiveness; (2) Teacher Effectiveness in the Sciences; (3) Trends in the Preservice Education of Science Teachers; (4) Teacher Effectiveness in Mathematics; (5) Trends in the Preservice Education of Mathematics Teachers; and (6) Implications for Local Teacher Education Programs in Science and Mathematics. This material concludes with references and an appendix. (MP)

Geography and International Knowledge. A Report of the Committee on Geography and International Studies of the Association of American Geographers.

Association of American Geographers, Washington, D.C.
Pub Date Mar 82
Note-31p.; Figures may not reproduce clearly.

Available from-Association of American Geographers, 1710 Sixteenth Street, N.W., Washington, DC 20009 ($2.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Business; Economic Development; Educational Objectives; *Geography Instruction; Global Approach; Higher Education; *Human Geography; *International Studies; Politics; Secondary Education; Urban Planning

This report illustrates how geography can play an important role in improving America's performance in international matters. The degree of interdependence among nations intensifies daily. Today world interaction affects everyone. For example, a frost in Brazil raises coffee prices in the United States and a strike in Africa's Copperbelt affects American metal producers. The United States is critically short of many strategic minerals and the political stability of the producing nations strongly influences our ability to maintain industrial and technological excellence. As the appetite for specialized imports by highly industrialized nations increases, serious environmental degradation may occur in the producing nations of the world. Most seriously affected are the marginal economies of the Third World. These complex intricacies of spatial interaction can be understood only with a sophisticated knowledge of geography. There are five major parts to the report, including an introduction. Part II examines the international characteristics of geography. It discusses the environment and society, maps and location, realms and regions, spatial interaction, and global perspectives. Part III examines the contributions of geographic curricula to international studies. Part IV presents some international applications of geography in business, in economic, urban, and regional development, and in international fields. Part V discusses geography in liberal education. (RM)

ED219433 TM820448

Schoenfeld, Alan H.

Beyond the Purely Cognitive: Metacognition and Social Cognition as Driving Forces in Intellectual Performance.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date Mar 82
Grant-NSF-SED-79-19049
Note-49p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982); For a related document, see TM 820 449.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Behavioral Objectives; *Beliefs; *Cognitive Processes; Cognitive Style; Data Analysis; Environmental Influences; Learning Processes; *Metacognition; Perception; Performance Factors; Prior Learning; Problem Solving; Self Concept; *Social Cognition
Identifiers-*Cognitive Operation Structure; Intellectual Tasks; *Protocol Analysis

The dimensions of the broad social-cognitive and metacognitive matrix within which pure cognitions reside are examined. Tangible cognitive actions are the cross products of beliefs held about a task, the social environment within which the task takes place, and the problem solvers' perceptions of self and their relation to the task and environment. Students' verbal behavior in cognitive performance can be analyzed at three levels: analysis of tactical knowledge of facts, procedures, domain-specific knowledge and local heuristics; analysis of control knowledge, strategic behavior and conscious metacognition knowledge; and analysis of consciously and unconsciously held belief systems that drive problem solving behavior. The relationship of the analysis levels, and three sample protocols of implementing problem solving heuristics are discussed. The degree to which students are aware of their knowledge and belief systems is shown to affect the monitoring and assessment of their cognitive strategies and educational growth. (Author/CM)

ED219063 IR010277

Document Delivery Systems in ARL Libraries. Kit 82.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

Pub Date Mar 82

Note-126p.

Available from-Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Avenue NW, Washington, DC 20036 ($15.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Bookmobiles; Computer Oriented Programs; *Delivery Systems; *Information Dissemination; *Interlibrary Loans; *Library Administration; *Library Cooperation; Research Libraries; Telecommunications

Identifiers-Association of Research Libraries

This kit presents unedited primary source documents which illustrate a wide range of alternative approaches to document delivery systems. Selected for their value to administrators and decision-makers, these documents derive from general membership surveys and from libraries contacted directly by the Systems and Procedures Exchange Center (SPEC) and are produced within 6 months of the survey. This kit comprises 26 papers representing ideas, methods, and solutions utilized by Association of Research Libraries (ARL) members for dealing with problems associated with document storage and transmission, user transportation, external delivery services, and internal delivery services. (RAA)

ED219183 RC013482

Lazarine, Dianne

Citizen Me: An Experiential Curriculum for Citizenship Education. Level: Four.

Harris County Dept. of Education, Houston, Tex.
Spons Agency-Texas Governor's Office, Austin. Criminal Justice Div.
Pub Date 79
Grant-JA-79-C03-5874
Note-50p.; For related documents, see RC 013 473-487.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Citizen Role; *Citizenship Education; Citizenship Responsibility; Curriculum Guides; *Decision Making Skills; Elementary Education; Fire Protection; Grade 4; Laws; Learning Activities; Power Structure; *Safety Education; *Social Studies; *Units of Study; *Vandalism
Identifiers-Citizen Me Project TX; *Shoplifting

Integrating concepts of basic citizenship education with community involvement, this experiential curriculum provides a means for developing decision making and critical thinking skills within the existing fourth grade social studies curriculum. The 11 lessons cover responsibility in the care of property, vandalism, precaution against vandalism, authority, law, citizenship and individuals as lawmakers and law followers. The lessons aim to teach students about: fire safety for conservation of life and property, the use of rational decision making, the elements of arson, the difference between public and private property, vandalism and its prevention, shoplifting, what a law is and who it affects, the meaning of and the necessity for authority, who is in authority at school and their duties, what goes into being a good citizen, and the meaning of citizenship in its various aspects. Each lesson includes a purpose statement, concepts to be learned, time and materials needed, student objectives, suggested activities, and evaluation criteria. Among the suggested activities are discussion questions, vocabulary exercises, word puzzles, opinion questionnaires, short stories, mathematics exercises, writing exercises, and true-false questions. (NQA)

ED219203 RC013509

Lodge, George C.
The Case for the Generalist in Rural Development. Peace Corps Faculty Paper No. 4.
Peace Corps, Washington, D.C.
Pub Date May 69
Note-12p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Change Agents; Change Strategies; *Developing Nations; Educational Benefits; Foreign Countries; *Holistic Approach; *Intervention; Needs Assessment; *Program Effectiveness; *Rural Development; Social Action; Specialists
Identifiers-*Generalists; Relevancy Gap

Veraguas province, Panama, is an example of the need to have generalists, not specialists, deal with the interrelated aspects of rural areas in developing nations. Intricate connections between living standards, agricultural production, market and credit structures, land tenure, the political system, the social structure, education, health, values, and culture make it fruitless to attempt an artificial isolation of one particular problem for the application of outside technical expertise. The primary step for the introduction of change in the Veraguases of the world is essentially a political one. The problems of development can be characterized by two general inadequacies: lack of motivation and insufficient organization. Since education is largely a function of motiviation or ideology, a vision of change and hope is required before the acquisition of knowledge and skills seem important and necessary. A successful change agent must have the characteristics of authority, communication and access to power, competence and the ability to impart it, and protection. The most relevant outside presence to assist the campesinos (people from the fields) is not the expert who tends to adapt indigenous problems to his expertise, but the trained and sensitive generalist who adapts his limited skills to the campesino's entire problem circle. (BRR)

ED219223 RC013547

Farmer, Berkwood M.; And Others

Capacity Building Needs of Rural Areas in Virginia. Executive Summary and Recommendations.

Virginia State Dept. of Agriculture and Consumer Services, Richmond, Va.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date Sep 78
Grant-ISP76-20175
Note-22p.; For related document, see RC 013 548.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Agency Cooperation; Citizen Participation; *Community Planning; Coordination; *Fiscal Capacity; *Local Government; *Needs Assessment; *Rural Areas; Staff Utilization
Identifiers-*Capacity Building; Virginia

To assess the capacity building needs of rural areas brought on both by internal demands of local citizens for improvements in community assistance and services and demands placed on local communities by higher levels of government, information and data were obtained from personal interviews with 93 local officials and 344 community leaders in 8 rural areas of Virginia in 1977. Major community needs were found to exist in engineering and public works, industrial development, recreation, education, health and welfare, housing, and planning. The five major capacity building needs were fiscal, staffing, planning, citizen participation, and inter-governmental coordination. Lack of adequate finances was a major capacity gap uncovered in all communities. Rural local governments were being called upon to handle assignments that required an increasingly higher degree of staff professionalism. Although comprehensive plans had been developed in rural communities, such plans were not widely followed in making decisions. Because financial and personnel resources were limited, rural local governments relied heavily on citizen volunteers. To retain rural government viability in program activities requiring large capital investments, specialized expertise, and area-wide planning, increased attention was being given to pooling of available resources. Recommendations are included for each of the identified gaps. (BRR)

ED219265 SE038768

The Family Science Project - Family Oriented Science Study for Elementary School Children. Final Report.

Idaho Univ., Moscow.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date 30 Apr 81
Grant-NFS/SED-81001; SED-77-18034
Note-15p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Biological Sciences; Earth Science; Elementary Education; *Elementary School Science; Health Activities; Individualized Instruction; Instructional Materials; *Material Development; Parent Participation; *Parent Student Relationship; Physical Sciences; Process Education; Program Evaluation; *Science Activities; Science Curriculum; Science Education; *Science Instruction; *Science Programs; Units of Study

This project developed 46 units of science activities suitable for individual use outside of school by elementary school children (K-6) with supervision by an adult advisor. Focusing on the physical, biological, earth, and health sciences, experimental work, and science processes, the materials (obtained at home or in supermarkets) are designed to complement classroom science programs or to be used on an individual basis for enrichment. Each unit consists of a child's and advisor's guide. The child's guide provides a brief introduction to the subject, suggested experimental investigations, and questions. The advisor's guide provides more detailed background information and suggestions for helping the child carry out the study. Although materials may be used by individuals independent of a school, they are designed for distribution by a teacher. In this mode children are invited to participate voluntarily. An evening parents' meeting is held by the teacher to explain the rationale of the activity and to conduct a workshop on the forthcoming unit. Parents attending are given advisor's guides and investigations are sent home for children, who are encouraged to keep lab books, and periodically report their progress in school, providing added learning in communication skills and mathematics. (Author/JN)

ED219324 SO014189

A Guide to Curriculum Development in the Arts.
Connecticut State Dept. of Education, Hartford. Bureau of Elementary and Secondary Education.
Pub Date 81
Note-179p.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Art Education; *Curriculum Development; Dance; Drama; Educational Objectives; Educational Philosophy; Elementary Secondary Education; Evaluation Methods; Learning Activities; Music Education; State Curriculum Guides; Teaching Methods; Visual Arts

This curriculum guide is intended to help school districts in Connecticut plan and implement a comprehensive K-12 arts curriculum. It can be used by educators in other states as well. There are four major parts to the guide. Part I discusses the role of the arts within the total school curriculum, the scope of arts experiences as general education for all students, the potential for art-related careers, and other issues relating to comprehensive arts planning. The other four parts of the guide focus on curriculum and program development in each of four areas: visual art, dance, drama, and music. Each part contains a statement of philosophy, a description of the essentials for a total program, and separate discussions of elementary, middle school/junior high, and senior high school curricula. These sections include examples of goals and objectives, models of different instructional approaches, recommended competencies and activities through which the competencies can be acquired, and methods of evaluation. References to additional resources appear in the footnotes and appendices at the end of the guide. (RM)

ED219344 SP020312

Body, Paul; Boros-Kazai, Mary

Hungarian Immigrants in Greater Pittsburgh, 1880-1980. Educational Curriculum Kit 2.

Hungarian Ethnic Heritage Study, Pittsburgh, PA.

Spons Agency-American Hungarian Educators' Association, Silver Spring, Md.; Office of Elementary and Secondary Education (ED), Washington, DC. Ethnic Heritage Studies Program.

Pub Date 81

Note-56p.; For related documents, see SP 020 311-320.

Available from-Paul Body, 5860 Douglas St., Pittsburgh PA 15217 ($1.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Acculturation; Church Role; Citizenship; *Community Action; Cultural Background; *Ethnic Groups; *Ethnicity; Immigrants; *Local History; Religious Cultural Groups; Religious Organizations

Identifiers-*Hungarian Americans; *Pennsylvania (Pittsburgh)

A summary of the activities and achievements of the Hungarian community in the Pittsburgh (Pennsylvania) area since 1880 is provided in this booklet. The four sections contain discussions on: (1) emigrants from Hungary and their background; (2) early Hungarian settlements in Pittsburgh and the Monongahela Valley; (3) Hungarian immigrant life, 1900-1940: (employment and economic conditions, Hungarian community organizations, education and culture, and Hungarian Americans and American society); and (4) post-war Hungarian Americans, 1950-1980 (new immigrants, post-war Hungarian community, and distinguished Hungarian Americans in Pittsburgh). Additional sources and references are cited. (JD)

ED219366 SP020557

Orgebin-Crist, Marie-Claire; And Others
Fertility and Infertility.
Pub Date 81
Note-46p.; In: Child Health and Human Development. An Evaluation and Assessment of the State of the Science. For related documents, see SP 020 560-562, SP 020 564-566, and ED 215 792-795.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Biochemistry; *Birth Rate; Contraception; Culturing Techniques; *Cytology; Embryology; *Genetics; Health Education; *Medical Research; Pathology; Pregnancy; *Reproduction (Biology); *Research Needs

In this report, emphasis is placed on major research developments in the reproductive sciences, their impact on the health of individuals as well as on that of society, and on current trends that may provide new opportunities for future research in fertility and infertility. In the first section, major developments in the reproductive sciences are discussed in the areas of: (1) endocrine regulation of reproductive processes; (2) female reproductive system; (3) male reproductive system; (4) gamete biology; (5) early development of the embryo; and (6) implantation of the embryo. The second section explores the impact of recent research on health and disease. Included are discussions on: (1) male and female infertility; (2) fertility regulation; (3) relief of dysemenorrhea; (4) synchrony of estrus in animal husbandry; (5) management of breast cancers; (6) endometriosis; (7) hyperprolactinemia; and (8) disorders of sexual differentiation. The final section cites areas of future investigation in: (1) neuroendocrine control of reproduction; (2) mechanism of action of reproductive hormones; (3) reproduction peptides of gonadal origin; (4) regulation of follicular growth and ovulation; (5) regulation of fertility events in the male; (6) in vitro fertilization and embryo transfer; (7) mechanism of implantation; (8) toxins affecting reproduction; and (9) development of hybridomas. A selected bibliography of 58 references is included. (JD)

ED219411 TM820422

Arndt, Stephan

New Developments in the Analysis and Measurement of Change.

California Univ., Los Angeles. Mental Retardation Research Center.
Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date [81]
Grant-HD-04612; HD-05540
Note-12p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Gains; Analysis of Covariance; Change; Correlation; Longitudinal Studies; *Reliability; *Research Design; *Research Problems; Test Construction
Identifiers-Change Scores; *Growth Curve Analysis; Measurement of Change; *Time Series Analysis

The problem of change scores' correlation with initial status and the problem of low reliability in the measurement of change are addressed. By treating the correlation between initial status and change as a design problem rather than a statistical issue, research questions can be formulated in terms of changes in the shapes of growth curves rather than in terms of inter-group differences in change rates. With the recent developments in Time Service Analysis and in the analysis of cross-longitudinal growth curves, the dependent variable remains simple, thus making the interpretation of any shifts in pattern straightforward. The more stable the test measure is over time, the less chance there is of finding a significant effect. From this perspective, only tests which are unstable yet internally consistant will yield sensitive measures of change. If the low reliability is defined as a measurement problem, then it is not something inherent in the change score itself. By re-defining this and other problems associated with measuring change, progress can be made in solving them. (PN)

ED219492 UD022486

Shore, Rima, Ed.; And Others

Project LOUVERTURE. E.S.E.A. Title VII Final Evaluation Report, 1980-1981.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
Pub Date 81
Grant-G008006906
Note-37p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement; Attendance; *Bilingual Education Programs; Cultural Awareness; *Dropout Prevention; English (Second Language); French; *Haitians; High Schools; *Limited English Speaking; Parent Participation; *Program Effectiveness; Program Evaluation; School Counseling; Teaching Methods
Identifiers-Elementary Secondary Education Act Title VII; French Creole; New York City Board of Education

Project LOUVERTURE is a bilingual education program offering instructional and non-instructional services to Haitian high school students of limited English proficiency who have been identified as potential dropouts. Instruction includes English as a second language, native language skills, basic skills, content area subjects, and cultural education. Non-instructional services include guidance, staff development, curriculum development, and parental involvement. This report describes the project as it was implemented in 1980-81 and discusses such components as project organization; participants; instructional approaches; guidance services; curriculum development; and program evaluation. Evaluation results indicate that; (1) with a few exceptions, English syntax objectives were achieved; (2) program attendance rates were higher than school-wide rates; and (3) students and staff demonstrated positive attitudes concerning the program and its impact. The report observes that the program was not implemented as proposed (for example, the program did not identify potential dropouts and instead served any Haitian student of limited English proficiency;

furthermore, the project staff emphasized development of self esteem and cultural awareness over academic achievement) and presents recommendations for program modification. (Author/MJL)

ED219086 IR050069

Brandhorst, Ted, Ed.

Cataloging. ERIC Processing Manual, Section V.

Educational Resources Information Center (ED/NIE), Washington, DC.; ERIC Processing and Reference Facility, Bethesda, Md.; ORI, Inc., Bethesda, Md. Information Systems Div.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date May 82

Contract No-400-81-0003

Note-188p.; Loose-leaf, updated continuously. One module of the ERIC Processing Manual (IR 050 065).

Available from-ERIC Processing and Reference Facility, 4833 Rugby Ave., Bethesda, MD 20814 ($3.75).

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Cataloging; Check Lists; *Classification; Databases; Indexing; Information Retrieval; Information Storage; *Library Technical Processes

Identifiers-*ERIC

Rules and guidelines are provided for ERIC catalogers and editors engaged in capturing bibliographic data on the documents and journal articles entered into the ERIC database. The material is organized by data element: Accession Number, Price Code, Pagination, Publication Date, Title, Journal Citation, Language, Publication Type, Descriptors, Abstract/Annotation, Personal Author, Institution, Sponsoring Agency, Report Number, Contract/Grant Number, Descriptive Note, Availability,

Geographic Source, Governmental Status, Identifiers. Within each data element the material is organized by: Profile, Typical Entry, Text (including any authority lists), Summary of Significant Rules, and Examples. Several of the data elements have associated authority lists, e.g. lists of country names, language names, publication types, etc. An attachment reprints the COSATI rules for corporate author cataloging (1978 revision). (TB)

ED219123 PS012878

Evaluation of the New York State Experimental Prekindergarten Program. Final Report.

New York State Education Dept., Albany. Div. of ESC Education Planning and Development.
Pub Date 22 Feb 82
Note-27p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Child Development; Cognitive Development; Comparative Analysis; Disadvantaged Youth; *Experimental Programs; Interpersonal Competence; Longitudinal Studies; *Outcomes of Education; *Preschool Education; *Program Effectiveness; Program Evaluation; Public Schools; Research Design; Staff Development
Identifiers-*Continuity; New York

An evaluation of the New York State Experimental Prekindergarten Program was begun in 1975 to provide longititudinal data on the effects of prekindergarten on children's development over a period of 5 years. Data were collected on a variety of items, including children's test performance at various times, family background, ratings by teachers, attendance, services received, teachers' observations and other documentary materials, parents' participation in the program, and children's progress through school. Measures of performance included three areas of cognitive functioning: general reasoning, school-related knowledge and skills, and knowledge of verbal concepts. Noncognitive and behavioral characteristics such as task orientation, extraversion, and verbal facility were also assessed. In addition to the study of program outcomes, an attempt was made to increase the degree of program continuity in seven districts and to identify lasting effects of continuity on learning. The children of greatest interest were those who entered prekindergarten in the fall of 1975. To corroborate results obtained for the first group tested, 4 years of data were collected on a second group entering prekindergarten in the fall of 1976. Pretests and posttests were administered to a sample of children from each class entering in 1977 through 1979 and, for the first two groups, two control segments were established. The development of analytical procedures is described, and results are reported and discussed. (RH)

ED219165 PS012990

Weber, Richard E.; Tulloss, Bonnie

Industry and Child Care: Economic Implications.

Pub Date 79

Note-121p.; Filmed from best available copy.

Available from-Monmouth College, Center for New Jersey Business and Economic Research, West Long Branch, NJ 07764 ($5.00).

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Cost Effectiveness; Cost Estimates; *Day Care Centers; Delivery Systems; Early Childhood Education; *Employer Supported Day Care; Fringe Benefits; *Government Role; *Industry; Tables (Data); Taxes

Identifiers-*New Jersey; Tax Exemptions

With the present and projected influx of parents with young children into the labor force, the need for quality day care services in New Jersey has increased. In response to this need, industry has shown an interest in the provision of day care services for employees where such a service can be shown to be of benefit. This paper explores the general characteristics of existing or recently discontinued industry-sponsored day care centers. The first two sections of the paper contain a summary and outline of the study; the third section provides a survey of present industrial involvement in child care and types of involvement, alternative models of delivery, center organization, and industries most likely to provide day care services. An outline of the advantages and disadvantages with regard to child care for both the company and the day care center completes this section. The fourth and fifth sections examine the costs/benefits to firms in the provision of day care services and provide a demographic description of the need in New Jersey for child care services. Finally, the sixth section discusses ways the federal government can facilitate the involvement of the private sector in the provision of child care services. (MP)

ED219285 SE038797

A Conceptual Framework for Energy Education, K-12.

Spons Agency-Department of Energy, Washington, D.C. Office of Energy Research.
Report No-DOE/IR/11132-1
Pub Date May 82
Contract No-DE-AP01-80IR11132
Note-139p.; Prepared by Enterprise for Education, Santa Monica, CA 90401.
Available from-National Technical Information Service, U.S. Department of Commerce, Springfield, VA 22161. (Price: printed copy $13.50; microfiche $4.00).
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Conservation Education; Curriculum Development; Curriculum Guides; *Elementary School Science; Elementary Secondary Education; Energy; *Energy Conservation; Science Education; *Secondary School Science; *Social Studies
Identifiers-*Energy Education

Following a discussion of goals of energy education and a list of characteristics describing an energy-literate citizen, 13 sections are presented identifying generalizations which might form the basis for the development of energy curricula, whether for infusion or course development. In some cases, commentary follows the generalization. Titles of sections include conversion and measurement of energy; energy flow in the biosphere; human use of energy; energy history of the United States; energy from fossil fuels; energy from nuclear reactions; energy from solar technologies; electricity as an energy carrier; economic and financial aspects of energy use; ethical issues in energy use; conservation of energy; shelter-related conservation; and transportation conservation. Titles are not meant as proposed units, courses, modules, or curricular parts, but serve as a way to organize the generalizations. Citations in brackets following a generalization refer to existing curriculum materials which treat that topic. Examples of energy-related objectives, widely-used texts, and energy curriculum materials for social studies, and science are provided along with brief comments on meeting needs of special learners. An extreme bibliography is also provided. (Author/JN)

ED219388 TM810887

The Relationship Between Youth Employment Experience and Performance on an Assessment of Career and Occupational Items.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency-Department of Labor, Washington, D.C.; National Center for Education Statistics (ED), Washington, DC.; National Inst. of Education (ED), Washington, DC.

Pub Date Aug 81

Contract No-OEC-0-74-0506

Grant-NIE-G-80-0003

Note-1,124p.; Appendices (Pages 41-580) marginally legible due to small print.

Available from-National Assessment of Educational Progress, 1860 Lincoln St., Suite 300, Denver, CO 80295

EDRS Price - MF08 Plus Postage. PC Not Available from EDRS.

Descriptors-*Career Awareness; *Career Development; Dropout Characteristics; *Educational Assessment; Employment Patterns; *National Surveys; Racial Differences; Reading Achievement; Regional Characteristics; Rural Urban Differences; Secondary Education; Test Items; *Test Results; Work Attitudes

Identifiers-Career Occup Develop Mini Assess (1980); *National Assessment of Educational Progress

A special study pertaining to the career and occupational development knowledge of 17-year-olds, both in and out of school, was conducted for the Department of Labor by the National Assessment of Educational Progress. For the 49 cognitive items measured, performance percentages were up on two items, about the same as in previous assessments on 18 items, and down on 29. For the eight experiential items being reassessed, performance was about the same on five items and was down on the other three. Performance on attitudinal items increased on four, remained stable on ten, and declined on four. Results are reported for various subgroups of interest, such as: regions, the sexes, racial/ethnic groups, different types of communities, reading achievement quartiles, and several work experience categories. Respondents who reported being employed on a regular, occasional or part-time basis did significantly better on the job-knowledge items than the nation as a whole, while unemployed teens or full-time workers were below the nation. The report also provides group results for each individual item assessed, and gives changes in performance percentages from previous assessments. Primary type of information provided by this report: Results (Special Analyses) (Selective). (Author/BW)

ED219455 TM820484

King, Robert; And Others

Direct and Frequent Measurement of Student Performance: Does it Take Too Much Time?

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Report No-IRLD-RR-67
Pub Date Feb 82
Contract No-300-80-0622
Note-29p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Efficiency; *Evaluation Criteria; *Learning Disabilities; Mastery Tests; Measurement Techniques; *Performance Tests; *Special Education Teachers; Test Use; *Time Perspective
Identifiers-*Curriculum Related Testing; *Repeated Testing; Time Utilization

The familiarity and use of direct and frequent measurement in special education was examined using three sample groups of teachers serving learning disabled students. Although most teachers were shown to be familiar with direct and frequent measurement strategies, relatively few were found to use them, in the belief that the repeated measures were too time consuming. Teachers ability to make time estimations and measurement efficiency are discussed. Teachers who did use the techniques most often reported that the procedures required less than ten percent of a student's instructional time. The implications in special education and teacher training are discussed. (Author/CM)

ED219474 UD022457

Li, Gertraude Roth; Johnson, Winston
Ethiopians: The Challenge of Sponsorship.
World Relief Corp., Nyack, NY.
Pub Date Mar 82
Note-9p.; For related documents see UD 022 455 and UD 022 458.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adjustment (to Environment); *Cultural Background; *Cultural Differences; Foreign Countries; Individual Characteristics; Job Application; North American Culture; Political Influences; *Refugees; Relocation; *Sociocultural Patterns
Identifiers-Ethiopia; *Ethiopians

Included in this report are descriptions of the background, lifestyle, and sociocultural patterns of Ethiopian refugees. Intended to provide information for American sponsors involved in Ethiopian refugee adjustment and resettlement in the United States, the report discusses Ethiopian and American differences in patterns of thinking and behavior that may influence Ethiopian adjustment and reactions to American practices in interpersonal relationships, employment, schooling, religion, social behavior, food habits, time schedules, and politics. The report advises sponsors to have patience and understanding during the initial period of refugee adjustment to the American environment. (Author/MJL)

ED219012 HE015254

Tracey, Terence J.; Sedlacek, William E.

Non-Cognitive Variables in Predicting Academic Success by Race.

Maryland Univ., College Park. Counseling Center.
Report No-UM-CC-RR-1-82
Pub Date Mar 82
Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement; Academic Aspiration; *Academic Persistence; *Blacks; College Freshmen; *College Students; Goal Orientation; Grade Point Average; Higher Education; Institutional Research; Predictor Variables; Questionnaires; Racial Bias; Self Concept; Self Esteem; Self Evaluation (Individuals); Student Attitudes; Test Reliability; Test Validity; *Whites
Identifiers-*Noncognitive Attributes; *University of Maryland College Park

A questionnaire designed to assess seven non-cognitive variables found to be related to college success particularly for minority students (Sedlacek and Brooks, 1976) was administered to two successive samples of incoming freshmen at the University of Maryland, College Park. The Non-Cognitive Questionnaire (NCQ) consists to two nominal items relating to educational expectations, 18 Likert-type items relating to expectations about college and self-assessment, and three open-ended questions relating to present goals, past accomplishments, and offices held/groups belonged to. The sample of 1,644 freshmen entering in 1979 and 478 freshmen entering in 1980 were administered the NCQ during summer orientation. The properties of the instrument were examined to determine if the responses vary across the races and whether the items are content valid in their ability to tap the seven non-cognitive dimensions: positive self-concept, realistic self-appraisal, understanding of and ability to deal with racism, preference for long-range goals over short-term or immediate needs, availability of a strong support person, successful leadership experience, and demonstrated community service. The results showed reliability and construct validity for the instrument. For whites, the non-cognitive dimensions of self-confidence, preference for long-range goals over short-term or immediate needs, and realistic self-appraisal were most strongly related to grade point average. For blacks, the only non-cognitive variables that were related to grade point average were positive self-concept and realistic self-appraisal. For whites the NCQ significantly adds to the prediction of grades, while for blacks it is related to both grades and enrollment status. (SW)

ED219045 HE015323

March, James G.

Emerging Developments in the Study of Organizations. ASHE Annual Meeting 1982 Paper.

Spons Agency-Spencer Foundation, Chicago, Ill.; Stanford Univ., Calif. Graduate School of Business.

Pub Date Mar 82

Note-32p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 2-3, 1982). Also supported by the Hoover Institution.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Decision Making; Higher Education; Leadership; Management Information Systems; *Organizational Change; Organizational Climate; Organizational Objectives; *Organizational Theories; Political Influences; Trend Analysis

Identifiers-*ASHE Annual Meeting

Development in the study of organizations and needs for additional research are addressed. It is suggested that when goals are not achieved, an organization searches for new alternatives and new information. When aspirations are achieved, the search for new alternatives is assumed to be modest, slack accumulates, and aspirations rise. It has been observed that organizations are not simple hierarchies; they are political systems with unresolved, or partially resolved, conflicts of interest. The way in which the simple research model suggested by theories of limited rationality has been developed within organization theory is examined. Recent work on organizations has gone beyond ideas of limited rationality and conflict to consider the ways in which organizations are filled with ambiguity, confusions, and complexity. Rules are fundamental to understanding both the ways in which organizations maintain stability and the ways in which they change. Decision-making can be viewed as an arena for symbolic action, for developing and enjoying an interpretation of life. The rituals of choice infuse organizations with an appreciation of the sensibility of organizational arrangements and behavior. Research is emphasized that focuses on understanding ambiguity, confusion, and complexity. Attention is also directed to the design of management information systems, organizational leadership, four features of inference-processing particularly relevant to leaders (conservation of belief, belief in determinancy, anthropocentrism, and success bias), and understanding organizational change. It is suggested that a significant number of recent developments in the theoretical analysis of organizational decision-making have come from the study of institutions of higher education. (SW)

ED219144 PS012957

Scriven, Georgia H.; Baldridge, Jane E.

Parent-Day Care Center Communication.

Pub Date Jul 82
Note-18p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Day Care Centers; Early Childhood Education; Group Discussion; Guidelines; *Noninstructional Responsibility; Parent Participation; *Parent Teacher Conferences; *Teacher Role

Guidelines teachers have found useful for initiating and maintaining formal and informal communication with parents are provided in this discussion for child caregivers. Topics briefly discussed include the mechanics of initiating a conference, working with parents during a conference, arranging meetings for parent groups, and techniques for fostering parent involvement. The general aim of the discussion is to provide teachers with a strategy for reducing the atmosphere of personal threat to participants in parent/teacher dialogues and for increasing the effective exchange of information in the conference situation. In addition to a list of specific techniques for working with parents during a conference, the paper provides a list of ways teachers can use language to establish rapport with parents. A brief form for assessing the extent of parent/teacher communication in day care centers and a sample report form for recording topics discussed in conference are appended. (RH)

ED219244 SE038587

Canipe, Stephen
Energy Bingo.
Pub Date [82]
Note-19p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Games; Elementary Secondary Education; *Energy; Environmental Education; Fuels; Learning Activities
Identifiers-*Energy Education

Rules are provided for this bingo game focusing on terms related to solar, coal, nuclear, hydro, and wind energy. Playing cards and calling cards (to be cut out by the teacher) are also provided. (JN)

ED219305 SO014124

Lounsbury, John F.

Commission on College Geography. Final Report.

Association of American Geographers, Washington, D.C.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date 74
Note-16p.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Organization; Consultation Programs; *Educational History; Educational Objectives; Geography Instruction; Higher Education; Institutes (Training Programs); Program Descriptions; Program Effectiveness; Program Evaluation; Publications; Teacher Workshops
Identifiers-*Commission on College Geography

This 1974 report describes the history of the Commission on College Geography, which was supported by the National Science Foundation. There are four major parts to the paper. Part I deals with the objectives of the commission. It was established in 1963 as an outgrowth of the work of the Liberal Education Committee appointed by the Council of the Association of American Geographers to work in various ways to improve geographic programs at the college level. Specific objectives are outlined in the paper. Part II lists the names and university affiliations of commission members and of individuals who served on panels of the commission but who were not members. Part III discusses accomplishments of the commission. These included development of communication mechanisms, organization of institutes and workshops, publications, and consulting services. Lists of the Commission's publications, including resource papers, technical papers, general series publications, and consulting services documents, are provided. The fourth and concluding part of the paper deals with evaluation. The Commission was never formally evaluated with regard to its organization and structure or the overall impact of its activities. However, it is the opinion of the authors of this paper that the basic framework of its structure and organization was sound. Also, a 1971 evaluation designed to focus primarily on the awareness and use of specific selected publications indicated that there was a high level of awareness of the publications and that they were being used by the profession with a high degree of effectiveness. (RM)

Schoenfeld, Alan H.

On the Analysis of Two-Person Problem Solving Protocols.

Spons Agency-National Science Foundation, Washington, D.C.
Pub Date Mar 82
Grant-NSF-SED-79-19049
Note-38p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982); For a related document, see TM 820 448.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Objectives; *Cognitive Processes; Data Analysis; Decision Making; Environmental Influences; Higher Education; *Interaction; Mathematics; Performance Factors; *Problem Solving; *Research Methodology; *Verbal Communication
Identifiers-Cognitive Operation Structure; *Protocol Analysis

Methodological issues in the use of protocol analysis for research into human problem solving processes are examined through a case study in which two students were videotaped as they worked together to solve mathematical problems "out loud." The students' chosen strategic or executive behavior in examining and solving a problem was studied, focusing on heuristic strategies. A macroscopic framework capturing the essential problem solving elements is described. Protocol episodes include reading, analysis, exploration, planning/implementation, verification and transitions between episodes where executive decisions can take place. The range and interrelationship of variables are discussed which affect the kinds of information emerging from verbal methodologies including the number of persons being taped, the degree of experimenter intervention, the nature and degree of freedom within instructions and intervention, the nature and comfort of the subjects' environment, and task variables. The uses and dangers of protocol analyses in research are discussed. (CM)

ED219029 HE015298

Blai, Boris, Jr.

Faculty Perceptions of "Effective" Teachers: A Parallel-Perceptions Inquiry.

Pub Date 82

Note-9p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement; Administrator Attitudes; Classroom Communication; *College Faculty; Comparative Analysis; *Evaluation Criteria; Higher Education; Outcomes of Education; *Secondary School Teachers; Student Teacher Relationship; *Teacher Attitudes; *Teacher Effectiveness; *Teacher Evaluation

Identifiers-Harcum Junior College PA

The views of professional education concerning the appropriate bases for judging the effectiveness of teachers were studied through a parallel-perceptions inquiry with 264 public school teachers and administrators versus 58 Harcum Junior College teacher respondents. The 1970 study used a questionnaire consisting of 14 criteria of the effective teacher, which were drawn from a survey instrument developed by Jenkins and Banselle. Respondents anonymously ranked the criteria using a nine-point Likert-type scale. The public school teachers and administrators ranked highly student teacher interaction, and the top-ranked criterion for the Harcum faculty members was the willingness to be flexible, to be direct or indirect as the situation requires. The public school respondents considered what one does in the classroom to count at least as much as the effects or outcomes (i.e., student growth and classroom processes are more important criteria for teacher evaluation than are nonclassroom variables, such as years of experience and community participation). Although the criterion of how much students learn was not seen as particularly important in judging teacher effectiveness by the public school respondents (relative to the other criteria), it received the second highest rating by the Harcum sample. A significant finding was the variance among the responses of the two study groups. (SW)

ED219064 IR010278

Guidelines for Library Media Programs in Oklahoma.

Oklahoma State Dept. of Education, Oklahoma City. Library and Learning Resources Section.
Pub Date 82
Note-84p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Check Lists; Elementary Secondary Education; Learning Resources Centers; *Library Collections; *Library Facilities; *Library Material Selection; *Library Personnel; *Library Services; Library Standards; Policy; Program Development; Program Evaluation
Identifiers-*Oklahoma

Designed to aid school districts to plan and develop library media programs and to evaluate existing programs in Oklahoma, these guidelines are organized along the four essential components of library media programs: facilities, materials and equipment, personnel, and services. The section on facilities explores the relationship of functions to facility design considerations, technical aspects, and furnishing requirements. The materials and equipment section considers both the print and nonprint collections together with ancillary equipment, through three development stages from functional to excellent. The duties and responsibilities of staff personnel are presented. Services are presented in checklist format for easy use as they apply to students, staff, administrators, and the general community. Appendices include selection policy rationale, selection policy components, the Library Bill of Rights, a sample request for reconsideration of educational media, sample selection policies, library media instruction policy, library media program evaluation, and a needs assessment form. Twelve references are included. (RAA)

ED219105 JC820360

Reyes, Raul

Mid-Year Report: Fund for the Improvement of Postsecondary Education (FIPSE) Project (FY '76).

Parkersburg Community Coll., W.Va.
Spons Agency-Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
Pub Date Jan 77
Note-102p.; Not available in paper copies due to the marginal reproducibility of the original document. Appendices mentioned in the document are not included.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Basic Skills; Community Colleges; Industrial Education; *In Plant Programs; *Labor Education; Nontraditional Education; Program Development; Program Evaluation; *School Business Relationship; Two Year Colleges

This report provides a description and evaluation of a project conducted at Parkersburg Community College to provide workers in local industry with postsecondary educational opportunities in the work place. After chapter I introduces the philosophical base of the project, chapter II outlines its intended outcomes, which included: (1) the establishment of learning facilities and materials in each major industrial plant in the area, allowing workers to take courses at their own pace and coordinating course offerings to fit the needs of plant management; (2) short-term objectives, including the improvement of workers' basic skills and potential for furthering their education; and (3) long-term objectives, including an increase in the number of workers willing to engage in formal study and an increase in the relevance of courses to workers' job experiences. This chapter also provides a description of the extent to which these goals had been achieved after the project's first semester of implementation. Chapter III outlines the methods and results of project evaluations by students, instructors, plant personnel, and outside evaluators, and chapter IV presents an overview of the project's financial status. Chapters V and VI detail plans and the budget for the following year. Chapter VII discusses the project's impact on the basis of reports, data and narratives. Finally, chapter VIII addresses problems encountered during the operation of the project. (HB)

ED219245 SE038743

Suggestions for Teaching Mathematics Using Laboratory Approaches. Grades 1-6. 2. Operations.

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.

Pub Date 82

Note-29p.; Reprint. Second in a series of four publications being developed for teacher use.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Education; *Elementary School Mathematics; Instruction; Instructional Materials; *Learning Activities; Manipulative Materials; Mathematics Education; *Mathematics Instruction; Mathematics Materials; Teaching Guides; Teaching Methods

Identifiers-*Mathematics Laboratories; New York

This handbook provides activities for teachers who wish to provide concrete learning experiences for students in a humanistic environment in a mathematics laboratory program. It is designed to serve as a stimulant to encourage teachers to open their minds and employ their imaginations in developing further activities. It is expected that the individual instructor would adjust vocabulary and choose concrete materials in terms of a close knowledge of the ability levels of specific pupils and the type and amount of manipulative materials available. For each activity listed, the guide notes the purpose, suggests appropriate grade levels, notes the materials needed, and outlines the instructional procedure. The focus of this document is on operations with whole numbers and fractions. The text concludes with a categorical listing of improvised materials and games, commercial materials and games, and general supplies that are seen as valuable in classroom instruction. (MP)

ED219325 SO014190

Play a Part in Crime Prevention.

Commercial Union Insurance Companies, Boston, MA.
Pub Date Jun 78
Note-73p.; For a related document, see SO 014 191. Posters including the game "Beat the Burglar," "The 10 Finger Difference Activity," and "Coming Soon! Play a Part in Crime Prevention" were removed.
Available from-Commercial Union Insurance Companies, One Beacon Street, Boston, MA 02108 (single copies, free, 25 or more, $2.00).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Crime; Intermediate Grades; Junior High Schools; Learning Activities; *Legal Education; Lesson Plans; Resource Materials; Simulation; Skill Development; Skits; Stealing; Vandalism
Identifiers-Shoplifting

These units of study will help students in grades five through nine understand the effects various crimes have on individuals, families, and communities. They can be used by teachers, police departments, boy and girl scouts, and community groups. The units deal with shoplifting, buying stolen goods, employee theft, and vandalism. Each lesson contains a dramatic skit designed to bring home the immediate and far-reaching consequences of crime. The plots are simple, everyday situations that are easy for students to relate to. The skits can be read in class, produced for other classes, or videotaped. Followup discussion questions that involve students in moral decisions are provided. A reading paragraph gives added information on the crime covered in each skit. Puzzles and additional role-playing situations are also provided in the lessons. Answer keys and a bibliography of additional resources are included in the publication. (Author/RM)

ED219345 SP020313

Boros-Kazai, Andrew

Guide to Historic Hungarian Places in Greater Pittsburgh. Educational Curriculum Kit 3.

Hungarian Ethnic Heritage Study, Pittsburgh, PA.

Spons Agency-American Hungarian Educators' Association, Silver Spring, Md.; Office of Elementary and Secondary Education (ED), Washington, DC. Ethnic Heritage Studies Program.

Pub Date 81

Note-32p.; For related documents, see SP 020 311-320.

Available from-Paul Body, 5860 Douglas St., Pittsburgh PA 15217 ($1.50).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Area Studies; Churches; *Cultural Enrichment; Elementary Secondary Education; *Ethnic Studies; *Folk Culture; *Local History; Museums; Parks

Identifiers-*Hungarian Americans; *Pennsylvania (Pittsburgh)

This booklet is a guide to buildings and other sites which have played a significant role in the history of the Hungarian community in Pittsburgh (Pennsylvania). A brief summary of the significance or present use is provided for: (1) the Hungarian Nationality room at the University of Pittsburgh's Cathedral of Learning; (2) special collections of the Hillman Library (University of Pittsburgh); (3) Duquesne University Tamburitzan Institute of Folk Arts; (4) the Kossuth Plaque; (5) St. Ann's Hungarian Roman Catholic Church; (6) First Hungarian Reformed Church of Pittsburgh; (7) First Hungarian Reformed Church of Homestead; (8) St. Elias Hungarian Byzantine Catholic Church; (9) Transfiguration of Our Lord Hungarian Byzantine Catholic Church; (10) Free Magyar Reformed Church; (11) First Evangelical and Reformed Church; (12) St. Stephen Roman Catholic Church; (13) Scenic View Park; (14) Penn View Art Center; (15) Motherhouse of the Sisters of the Divine Redeemer; and (16) Magyar Park. (JD)

ED219367 SP020560

Barnett, Henry L.; And Others
Sudden Infant Death Syndrome.
Pub Date 81
Note-40p.; In: Child Health and Human Development. An Evaluation and Assessment of the State of the Science. For related documents, see SP 020 557, SP 020 561-562, SP 020 564-566, and ED 215 792-795.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Biological Influences; *Cardiovascular System; Congenital Impairments; Health Education; *Infant Mortality; *Medical Research; Neonates; *Pathology; Perinatal Influences; Premature Infants; *Sleep
Identifiers-*Sudden Infant Death Syndrome

There is a growing body of evidence that Sudden Infant Death Syndrome (SIDS) victims are not completely normal and healthy, as was once believed. A variety of new information from several disciplines strongly suggests that the infant who dies suddenly and unexpectedly may do so because of subtle developmental, neurologic, cardiorespiratory, and metabolic defects that converge at a particularly vulnerable time. Associated factors may include the anatomic structure of the upper airway, upper respiratory infection, and stress-producing environmental conditions. This report on SIDS first presents the historical perspective, the epidemiology, and the etiology of the phenomenon and describes the research efforts of the National Institute of Child Health and Human Development. The second section outlines the current stage of knowledge about SIDS including recent pathologic findings and findings on the role of sleep. In the final section, recommendations are made for research in the areas of epidemiology, infection and immunology, metabolic factors, upper and lower airways, behavioral considerations, sleep, biochemical factors, and the central nervous system. A bibliography of 77 references is included. (JD)

ED219145 PS012960

Jewett, Claudia L.

Helping Children Cope with Separation and Loss.

Report No-ISBN-0-916782-27-1
Pub Date 82
Note-156p.
Available from-The Harvard Common Press, The Common, P.O. Box 355, Harvard, MA 01451 ($11.95).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Aggression; Childhood Needs; *Children; *Counseling Techniques; Death; Divorce; *Emotional Adjustment; Emotional Problems; Family Life; *Grief; Guidelines; *Helping Relationship; Intervention; *Psychological Patterns; Self Control; Self Esteem; Stress Variables

Children undergo the experience of separation and loss in many ways. Whether the loss is great or small, whether it arises from death or divorce, moving or hospitalization, or simply the politics of friendship, the experience of separation from a person one loves can be devastating. This book was written to guide the caring adult who wants to help a child through the stages of mourning and towards recovery. The author, from her work with children as a child and family therapist, has developed techniques and simple props that any adult (parent, teacher, relative, counselor, or minister) can use to help children understand and cope with their grief. Because the first problem is usually how to tell the child about the loss, the author begins with a general discussion of how to convey the news and a description of the phases through which the mourning child can be expected to pass. Then, through examples and dialogues from a wide variety of situations, she illustrates how children can be brought towards a resolution of their grief and a readiness to get on with life. (Author/MP)

ED219184 RC013483

Gutierrez, Merri

Yo Ciudadano: Un Curriculo de Experiencias para Educacion Civica. Nivel: Cinco (Citizen Me: An Experiential Curriculum for Citizenship Education. Level: Five).

Harris County Dept. of Education, Houston, Tex.

Spons Agency-Texas Governor's Office, Austin. Criminal Justice Div.

Pub Date 81

Grant-JA-79-C03-5874

Note-39p.; For related documents, see RC 013 473-487. Translated by Pablo Guerra.

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Bilingual Instructional Materials; *Citizenship Education; Citizenship Responsibility; *Crime; Crime Prevention; Critical Thinking; Curriculum Guides; *Decision Making Skills; Delinquency; Elementary Education; Fines (Penalties); Grade 5; Learning Activities; *Legal Education; Peer Influence; *Social Studies; *Units of Study

Identifiers-Citizen Me Project TX

Integrating concepts of basic citizenship education with community involvement, this experiential curriculum provides a means for developing decision making and critical thinking skills within the existing fifth grade social studies curriculum. The 12 lessons, translated into Spanish, cover the following concepts: responsibility, rules and laws, involvement vs. noninvolvement, crime and crime prevention, felonies and misdemeanors, and juvenile delinquents. The lessons deal with: (1) peer group pressure as it conflicts with a parent's restrictions; (2) the importance of rules and laws and how to apply them to effective good citizenship; (3) the issue of involvement vs. noninvolvement when confronted with a violation of the law; (4) crime in the community and what happens to someone who is charged with committing a crime; (5) serious crimes as felonies and their consequences; (6) the difference between a felony and a misdemeanor offense and their consequences; (7) how laws affect juveniles; and (8) how one can become a better citizen. Each lesson includes a purpose statement, concepts to be learned, time needed, student objectives, suggested activities, and evaluation criteria. Activities include discussion questions, vocabulary and writing exercises, drawing exercises, case studies, brainstorming questions, and questions for critical thought. (NQA)

ED219204 RC013510

Justiz, Manuel J.; And Others

An Analysis of Programs and Services in Higher Education for Hispanic Americans: Implications for Higher Education Administration.

Pub Date 20 Mar 82

Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 20, 1982). Paper copy not available due to author's choice.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Access to Education; *College Programs; Comparative Analysis; Educational Assessment; Educational Demand; Educational History; *Enrollment; *Equal Education; *Higher Education; *Hispanic Americans; *Institutional Environment; Institutional Role; Politics

An analysis of 358 higher education institutions offering 622 special programs and services for Hispanic Americans and American Indians concluded that institutional effort toward Hispanics in higher education was largely a function of client demand and available funding. In areas where population density was highest for Hispanics, colleges and universities were active in providing special programs and services to meet the specific educational and cultural needs of Hispanics. Increased institutional effort including expansion of programs offered in the graduate and professional fields and in the physical sciences at all levels appeared dependent upon a continuation and extension of external support. An examination of the 11% of American colleges and universities identifying their efforts toward Hispanics indicated that in order to assure equality of educational opportunity, Hispanics must organize and secure strong and continued sponsorship within state and national political bodies. As an underprivileged, disadvantaged but growing segment of the U.S. population, Hispanics who are contributing to the support of public services, need and are beginning to demand a greater share of public goods, including higher education. Institutions of higher education, both public and private, cannot respond to these demands of Hispanics without the internal support of academic leadership and external support of political sponsorship. (Author/NQA)

ED219224 RC013548

Farmer, Berkwood M.; And Others

Capacity Building Needs of Rural Areas in Virginia.

Virginia State Dept. of Agriculture and Consumer Services, Richmond, Va.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date Sep 78
Grant-ISP76-20175
Note-171p.; For related document, See RC 013 547.
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Agency Cooperation; Attitudes; Citizen Participation; Community Leaders; Community Planning; Coordination; *Fiscal Capacity; *Labor Utilization; *Local Government; *Needs Assessment; Questionnaires; *Rural Areas
Identifiers-*Capacity Building; Local Autonomy; *Virginia

Information and data were obtained from personal interviews with 93 local officials and 344 community leaders in 8 rural areas of Virginia in 1977 to assess the capacity building needs of rural areas brought on both by internal demands of local citizens for improvements in community assistance and services, and demands placed on local communities by higher levels of government. The study identified community needs, capacity building needs, capacity building gaps, and suggested mechanisms that could be used to minimize or alleviate the capacity building gaps. It was found that most capacity building gaps could be reduced without large additional expenditures of taxpayers' money or creating additional bureaucratic units in government. It was recommended that local governments make maximum effort to close fiscal capacity gaps through local tax efforts and cost-effective management, establish and periodically review job descriptions of all staff personnel and provide for clearcut lines of authority and responsibility, and take steps to involve more citizens in the planning process. Further, state and federal laws originally enacted to provide more open and responsive govenment should be reviewed to determine whether they tend to reduce citizen participation in local government. Other recommendations, copies of questionnaires, and references are included. (BRR)

ED219266 SE038772

Hostettler, John D.; And Others

Chemical Literature Exercises and Resources (CLEAR).

Pub Date 82
Note-44p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Abstracts; *Chemistry; *College Science; Higher Education; *Information Retrieval; Information Sources; Instructional Materials; *Library Instruction; Primary Sources; Resource Materials; Science Education; *Search Strategies
Identifiers-*Chemical Abstracts

These materials were developed to make the structure and use of the chemical literature clear to chemistry students and to help them become independent and intelligent users of the library. The design of Chemical Literature Exercises and Resources (CLEAR) includes a users' note and five main parts: introduction to chemical literature, chemical bibliography, and three exercises. The users' note outlines the purposes, design, subject matter, and use of CLEAR. The introduction to chemical literature provides a rationale for library research, some remarks on literature guides, and general information on both the structure and use of chemical literature. The bibliography gives specific references to the tertiary chemical literature grouped by type (encyclopedias, texts, treatises, and dictionaries among others). In Exercise 1 students pick 20 specific chemical questions to answer using tertiary sources. In Exercise 2 students build a bibliography of a chemical topic starting with tertiary sources and progressing to secondary materials (review journals, annual reviews, and monographs). Exercise 3 gives students practice in using "Chemical Abstracts" and the primary literature sources, journal articles, personal journals/notebooks, news releases, conference abstracts/proceedings, reports, dissertations, theses, and patents. (Author/JN)

ED219412 TM820423

Mugrage, Beverly; And Others

On Using the Average Intercorrelation Among Predictor Variables and Eigenvector Orientation to Choose a Regression Solution.

Pub Date Mar 82

Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Analysis; *Least Squares Statistics; Predictor Variables; *Regression (Statistics)

Identifiers-Eigenvectors; *Principal Components Analysis; *Ridge Regression Analysis

Three ridge regression solutions are compared with ordinary least squares regression and with principal components regression using all components. Ridge regression, particularly the Lawless-Wang solution, out-performed ordinary least squares regression and the principal components solution on the criteria of stability of coefficient and closeness of the beta vector to the population beta vector in this Monte Carlo study. The orientation of the beta vector with respect to the eigenvector associated with the largest eigen value of the X'X matrix was not of significant help in choosing a regression model for particular data varying in multiple correlation coefficient and average absolute intercorrelation among predictor variables. Knowledge of the average absolute intercorrelation among independent variables was used in picking a regression method. For high intercorrelation when stability of regression coefficients is important, ridge regression, particularly Lawless-Wang regression, yielded a superior solution. When stability and accuracy of coefficients is not as important as the accuracy of the predicted Y, the use of ridge regression over ordinary least squares is not indicated. For low average absolute intercorrelation, also, ridge regression solutions did not prove significantly superior to ordinary least squares regression. (Author/PN)

ED219456 TM820485

Rodgers, Ronald C.; Kandaswamy, Subramaniam

Career Development and Employment Readiness Measures for Special Education.

Pub Date Feb 82

Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Education; *Educational Testing; Elementary Secondary Education; *Employment Potential; Evaluation Methods; *Item Analysis; Learning Disabilities; Mental Retardation; Profiles; *Special Education; Speech Handicaps; Statistical Analysis; *Student Evaluation

Identifiers-Hotellings t; Iowa Career Education Inventory; Mahalanobis Distance Function; *Program for Assessing Youth Employment Skills

Quantitative and qualitative assessment of the adaptations of the Program for Assessing Youth Employment Skills (PAYES) and the Iowa Career Education Inventory are proposed to assess the impact of career education for the handicapped student. Evidence is offered for the conceptual compatibility of the Iowa instrument with Brolin's, Johnson's and Lamkin's career education objectives in special education, specifically in career development stages, career concepts, and content overlap. A comparative summary of the similarity between PAYES and the Brolin competencies is discussed. Targeted special education populations for each instrument are indicated with possible adaptation of measures. Assessing content validity and preparing for a pilot administration of each instrument with selected samples of handicapped students are the strategies proposed to assess the feasibility of adapting PAYES and the Iowa Inventory to offer an empirical set of measures which treat career development as a continuous process spanning grades three through twelve. Profile analysis Hotelling's T square, Mahalanobi's Q square and all types of summary statistics will be used to analyze the quantitative data. Non-quantitative procedures used to analyze the data include: a questionnaire, telephone survey, student testing, and the interviewing of special education students and test administrators. (PN)

ED219475 UD022458

Li, Gertraude Roth; Johnson, Winston

The Polish People: The Challenge of Sponsorship.

World Relief Corp., Nyack, NY.
Pub Date Jan 82
Note-11p.; For related documents see UD 022 455 and UD 022 457.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adjustment (to Environment); *Cultural Differences; Economic Climate; Foreign Countries; Individual Characteristics; Job Application; *Life Style; Living Standards; North American Culture; Political Influences; *Refugees; Relocation; *Social Influences; *Sociocultural Patterns
Identifiers-Poland; *Polish People

This report provides background information on Polish refugees that may be of use to sponsors involved in Polish refugee resettlement in the United States. The report discusses economic and social conditions in Poland; the social values and political attitudes of modern Polish refugees as opposed to those of Poles who settled in the United States much earlier, especially before World War II; possible Polish first impressions of American society; and potential problems of Polish adjustment to American life. It is suggested that differences in Polish and American political and sociocultural patterns will bring about conflicts in Polish concepts of independence versus control, discipline, self-confidence, and saving versus waste, and will require Polish adjustment to new work situations, language, housing conditions, transportation arrangements, social relationships, and food habits. Nevertheless, it is expected that although the Polish refugee in the United States may experience considerable initial shock due to sociocultural differences, he will eventually be able to adjust and become a productive member of American society. (Author/MJL)

ED219493 UD022487

Shore, Rima, Ed.; And Others

New York City Russian Bilingual Program. E.S.E.A. Title VII Final Evaluation Report, 1980-1981.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date 81

Grant-G007905030

Note-92p.; For related document see ED 200 704.

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Academic Achievement; Attendance; *Bilingual Education Programs; English (Second Language); High Schools; Limited English Speaking; Mathematics Achievement; Native Language Instruction; Parent Participation; Private Schools; *Program Effectiveness; Program Evaluation; *Program Implementation; Public Schools; Reading Achievement; Russian; Science Instruction; Social Studies; *Transitional Programs

Identifiers-Elementary Secondary Education Act Title VII; New York (New York); *Russian Americans

The New York City Russian Bilingual Program is described in this report. As implemented in 1980-81, the program provided instruction in English as a second language, native language arts, reading, and bilingual mathematics, science, social studies, and other subject areas to approximately 700 Russian-dominant students of limited English proficiency in eleven public and non-public high schools. The report describes the schools where the program was implemented; characteristics of program participants; the student placement process; instructional offerings; non-instructional program components such as curriculum development, program organization, supplementary services, and parent involvement; program implementation; and program evaluation. Statistical tables provide evaluation results. Among the findings are that: (1) limited gains were made in mastery of English syntax objectives; (2) in general, statistically significant achievement gains were made in native language, mathematics, and Russian culture courses; (3) program participants' average attendance rates were better than school-wide attendance rates; and (4) several graduates of the program had been accepted to a number of colleges. It is suggested that the multisite format is extremely effective for programs of this kind, and that program services should be extended to reach more students. (Author/MJL)

ED219065 IR010279

Kirkham, E. Bruce, Comp.

Libraries, Librarians, and Secondary School Teachers. Summer Workshop at Ball State University (1st, Muncie, Indiana, June 9-July 11, 1980).

Ball State Univ., Muncie, Ind.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date 80

Note-436p.; Best available copy. For related document, see IR 010 280.

EDRS Price - MF01/PC18 Plus Postage.

Descriptors-*Audiovisual Aids; Curriculum Development; *Educational Resources; *English Curriculum; Librarians; *Library Instruction; Library Materials; Secondary Education; Secondary School Teachers; *Units of Study; Workshops

Identifiers-*Course Integrated Library Instruction; Indiana

Eleven teams of Indiana secondary school librarians and English teachers participating in a 5-week workshop produced summaries of curriculum units and teaching aids to be used in their schools during 1981-82. Designed to maximize the use of available library resources, these cooperative projects are reported to serve as a stimulus to the imagination and a guide to others. Units presented are entitled: "A Proposal for Course Related Library Instruction for Eleventh Grade A-Level English Students;" "Library Skills Instruction Integrated in a Study Skills Unit;" "Report Writing: A Cooperative Venture Between the English Teacher and the Librarian;" "Annotated Bibliography of Contemporary Books for Above-Average Ninth Grade Students;" "Media Center Orientation and Instruction Program;" "A Two-Week Unit Teaching High School Students to Detect Native American Stereotypes in American Literature and Films;" "Language Learning Mainstreamed;" "Popular Culture Unit: Mass Media of the 50's;" "Vocabulary Analysis and Usage for Juniors;" "Supplementary Reading List Development and Related Library Instruction;" and "Library and Study Skills in the Language Arts Curriculum." Included in the various summaries are bibliographies, reading lists, reference sources, student topic lists, worksheets, lists of audiovisual aids, and other materials. (RAA)

ED219087 IR050070

Brandhorst, Ted, Ed.

Abstracting/Annotating. ERIC Processing Manual, Section VI.

Educational Resources Information Center (ED/NIE), Washington, DC.; ERIC Processing and Reference Facility, Bethesda, Md.; ORI, Inc., Bethesda, Md. Information Systems Div.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Sep 80
Contract No-400-81-0003
Note-28p.; Loose-leaf, updated continuously. One module of the ERIC Processing Manual (IR 050 065).
Available from-ERIC Processing and Reference Facility, 4833 Rugby Ave., Bethesda, MD 20814 ($3.75).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Abstracting; Databases; Information Retrieval; Information Storage; Library Technical Processes; *Technical Writing
Identifiers-*ERIC

Rules and guidelines are provided for the preparation of abstracts and annotations for documents and journal articles entering the ERIC database. Various types of abstracts are defined, including the Informative, Indicative, and mixed Informative-Indicative. Advice is given on how to select the abstract type appropriate for the particular document. The content of a good abstract is covered under such headings as Subject Matter, Purposes, Author's Viewpoint, Intended Audience, Relationship to Other Works, Intended Use, Special Features, Results or Findings. Detailed rules are provided for the composition of an abstract, covering such topics as Length, Voice, Tense, Abbreviations and Acronyms, Lists, Numbers, etc. Certain kinds of documents present special abstracting problems and these are treated under the following headings: Reports (Research and Technical); Speeches/Presentations; Curriculum Guides; Program Descriptions; Textbooks; Bibliographies; Multiple-Author Works; Tests. Journal article annotations are distinguished from document abstracts and the special rules covering annotations are described. (TB)

Schleicher, Klaus
Preparation for Family Life. The CCC's Project No. 1: "Preparation for Life."
Council for Cultural Cooperation, Strasbourg (France).
Report No-DECS/EGT-81-67
Pub Date 3 Mar 82
Note-154p.
Available from-School of Education Division, Council of Europe, BP 431 R6, 67006 Strasbourg CEDEX, France (Free of charge).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Economic Factors; *Educational Strategies; Educational Trends; Elementary Secondary Education; *Family Life; Family Structure; Foreign Countries; *National Programs; *Parenthood Education; Political Influences; Program Descriptions; *School Role; Sex Education
Identifiers-Austria; Council of Europe (France); England; European Community; Finland; Germany

Part of the Council of Europe's Project Number 1, "Preparation for Life," this report analyzes developments in Austria, Finland, the Federal Republic of Germany, and England in the area of preparation for family life. Specifically, the report (1) explains the growing concern in the above countries for the preparation for family life; (2) identifies and contrasts decentralized and centralized conditions for family-life preparation; (3) analyzes curriculum concepts, didactic approaches, and practical methods used in some European countries; (4) follows up some strategies for family-life preparation from compulsory education to vocational and military training, and (5) points to essentials and problems of future development. Following an introductory overview of the study's objectives and rationale, chapter 1 discusses the effects of political demands, economic influences, research findings, and intra-family changes on preparation for family life. The necessity for family-life preparation in school is outlined in chapter 2, and the overall European situation in the preparation of young people for family life is examined in chapter 3. In chapters 4 through 7, the national differences in preparation for family life are illustrated by discussion of priorities, developments, and strategies for each of the above mentioned countries. Finally, chapter 8 stresses the need for and consequences of preparation for family life in some European states. A bibliography and graphic illustration of the educational systems in Austria, Germany, England, and Finland are appended. (MP)

ED219166 PS012992

Katz, Lilian G.; Mohanty, Chandra Talpade
Early Childhood Education, 1982.
Pub Date 82
Note-34p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Cultural Influences; *Early Childhood Education; Educational Administration; *Global Approach; Literature Reviews; *Outcomes of Education; Preschool Children; *Preschool Curriculum; Preschool Teachers; Program Length; Student Characteristics; Teacher Characteristics; Teacher Response
Identifiers-Context Effect

Literature related to eight major categories of variables affecting the experiences provided to children in preschools is reviewed in this paper. Categories initially discussed include contextual factors, characteristics of clients, characteristics of teachers and other assisting adults, and the preschool curriculum. A short discussion of the context of preschool education focuses on historical, philosophical, and cultural factors. Subsequently, attention is briefly given to age, socioeconomic status, and other variables, such as cultural differences between clients. Following discussion of interaction patterns of teachers and children, the review focuses on the preschool curriculum, providing examination of curriculum models, the immediate effects of preschool education, the long-term effects of different curricula, and lasting effects of preschool education in general. The remaining sections of the review provide background information and raise issues related to parent participation, program administration and sponsorship, program length, and environmental variables. Throughout the review a global perspective is maintained and research findings from several countries are reported. (RH)

ED219286 SE038798

Green, Dan; And Others

The School Ground Classroom: A Curriculum to Teach K-6 Subjects Outdoors. First Edition.

Environmental Education Association of Oregon, Portland.

Pub Date 80

Note-66p.

Available from-Environmental Education Association of Oregon, P.O. Box 40047, Portland, OR 97240.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Art Activities; Elementary Education; Elementary School Mathematics; Elementary School Science; *Environmental Education; Health Activities; *Interdisciplinary Approach; Language Arts; *Learning Activities; Music Activities; *Outdoor Activities; *Outdoor Education; School Location; Science Activities; Social Studies; Teaching Guides; Teaching Methods

Suggesting that outdoor activities can be positive learning experiences, lesson plans and activities were designed to demonstrate that the outdoors is an interdisciplinary classroom, to be used on virtually any school site, and to teach subject matter taught as part of the standard curriculum. Seventeen interdisciplinary ideas with correlated activities for language arts, social studies, science, health, mathematics, art, and music are provided. Subjects of these ideas focus on insects, shadows, ball park, curbs, birds, parking lot, asphalt, leaves, flagpole, playground, open area, wind vanes, natural area, weedy area, grassy area, telephone poll, and trees. Twenty-eight lesson plans are also provided. Each lesson plan includes title, subject area, grade level, goals, skills fostered, purpose, performance indicators, materials/resources, instructional strategies, and references. Titles include the five senses, differences/similarities, trees, outdoor sets and counting, cloud shapes, litter critters, sunlight/shadows, outdoor shapes, how does it feel, mapping, cracks, hop/skip/jump, riddle-diddle, vehicle adventure, what happens to leaves, cinquain, litter recycling, dichotomous key, fraction fun hunt, echoisms, natural resources, air mail balloons, pacing game, verse-three ways, temperature of school wall, and measuring a shadow. (JN)

ED219326 SO014191

Crime Prevention Teaching Kit #2.

Commercial Union Insurance Companies, Boston, MA.

Pub Date Dec 80

Note-50p.; For a related document, see SO 014 190. Posters entitled "He Got Caught," "He Got Stopped," "They Got Busted," and "Make the Best of a Bad Scene," were removed due to marginal legibility. Photographs may not reproduce clearly.

Available from-Commercial Union Insurance Companies, One Beacon Street, Boston, MA 02108 (free, single copies, 25 or more, $2.00).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Crime; Drinking; Driver Education; Junior High Schools; Learning Activities; *Legal Education; Lesson Plans; Resource Materials; Simulation; Skill Development; Skits; Stealing

Three lesson plans for grades seven through nine explore the social, moral, and financial impact of auto and bicycle theft and drinking and driving. Used individually or together as a complete unit, the lesson plans contain dramatic skits derived from real-life experiences of adolescents. Students simulate tough decision making in the face of conflicting pressures. The open-ended nature of the skits encourages students to focus on the consequences of criminal involvement. The skits can be read in class, produced for other classes, or videotaped. Followup discussion questions are provided. In addition to the dramatic skits, the lesson plans also include brief readings about the crimes covered in the skits. Following the readings are a variety of skillbuilding activities designed to provide students with reinforcement in the basic skills. All of the skits, readings, and activity exercises can be thermofaxed for duplication and distribution to students. The appendices contain answer keys, descriptions of three posters which accompany the kit but which are not included, and a bibliography of films, filmstrips, games, cassettes, and transparencies. (Author/RM)

ED219435 TM820451

Hunt, Darwin P.

Effects of Human Self-Assessment Responding on Learning.

New Mexico State Univ., Las Cruces. Dept. of Psychology.

Spons Agency-Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Report No-ARI-TR-466

Pub Date Aug 80

Grant-DAH19-76-G-0001

Note-52p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adults; *Confidence Testing; *Learning Processes; Military Training; *Models; *Paired Associate Learning; *Self Evaluation (Individuals); Skill Development

A conceptual framework of a process by which persons assess and express levels of sureness in the correctness of responses which they anticipate making--or having already made but not yet received knowledge of results--is proposed. It is hypothesized that the rate at which a person's behavior is modified by knowledge of results is affected by the covert and overt sureness associated with the execution of responses which are being learned. Data are presented which show that acquisition in a paired-associates learning task may be enhanced by the concomitant performance of a self-assessment (SA) task. Acquisition is more rapid and the self-assessments regarding levels of sureness are more accurate if the response to-be-learned is executed before the SA response rather than after it. Learning involved a decrease in the proportion of unsure-wrong responses and an increase in the sure-correct responses, with little change in the proportion of sure-wrong and unsure-correct responses. Based upon an analysis of the relation between the sureness/correctness of the responses and the speed with which responses are executed, it is suggested that the process and/or factors involved in determining the correctness of a response may be different from those involved in determining its sureness. (Author)

ED219046 HE015324

Marcus, Laurence R.; Perkins, Eric M.

New Jersey v. Shelton College: State Regulation v. Religious Freedom? ASHE Annual Meeting 1982 Paper.

Pub Date Mar 82

Note-17p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 2-3, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Certification; *Church Related Colleges; Constitutional Law; *Court Litigation; *Disclosure; Higher Education; Information Needs; Institutional Evaluation; Legal Problems; Religious Factors; State Boards of Education; State Church Separation; *State Licensing Boards; State Standards

Identifiers-*ASHE Annual Meeting; New Jersey; New Jersey v Shelton College; *Shelton College NJ

The case, "New Jersey v. Shelton College," is analyzed using the briefs of both parties, the judicial opinions, and the relevant literature. The case is a classic church-state confrontation likely to reach the U.S. Supreme Court. The college is an instructional offshoot of the fundamentalist Bible Presbyterian Church. In 1971, after a protracted legal battle, the New Jersey Board of Higher Education removed the license of Shelton College to award degrees in the state since Shelton failed to meet the Board's minimum standards. The college moved its operation to Florida where it received licensure. However, in 1979 after submitting an incomplete application for New Jersey licensure, Shelton reopened its New Jersey campus. The Board

successfully enjoined Shelton in state court, but Shelton sent to federal court and won the right to recruit students, offer credit-bearing courses, and award degrees while the case proceeded through the state court system. In 1979 the college initially submitted a significant portion of the material required as part of the licensure process, but refused to provide requested information on financial stability or on the qualifications of its faculty. The college asserted that its religious beliefs would not permit it to participate in the state licensure process, and that the process unlawfully infringed upon its constitutional rights. However, Shelton College was seeking to offer in New Jersey baccalaureate degree programs in such nonsectarian disciplines as English, history, business education, and the natural sciences. Federal cases providing a basis for the state court ruling, and the federal district court proceedings are reviewed. (SW)

ED219389 TM820096

Lockheed, Marlaine E.; Finkelstein, Karen Jensen

The Use of and Satisfaction with the GMAT Test Disclosure Service Materials.

Educational Testing Service, Princeton, N.J.

Spons Agency-Graduate Management Admission Council, Princeton, NJ.

Report No-ETS-RR-81-14; GMAC-RR-81-1

Pub Date Feb 81

Note-58p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*College Entrance Examinations; *Disclosure; Higher Education; Questionnaires; Scores; *Student Attitudes; *Test Results

Identifiers-*Graduate Management Admission Test; *Test Disclosure

Beginning in 1980, all those who took the Graduate Management Admission Test (GMAT) could request a test disclosure package containing a "mini-testbook" of the questions used in scoring the candidate's test, a copy of the candidate's answer sheet, an answer key, conversion tables, and scoring information. The purpose of this study was to examine test-takers' reactions to these materials and to investigate examinees' perceptions of the effects of test disclosure in general. Respondents to a questionnaire constituded 11.4 percent of the users of the Test Disclosure Service, and were generally higher scoring than GMAT test-takers as a whole. Overall, use of and satisfaction with the materials was high. The respondents were favorably disposed toward test disclosure. (Author/CM)

ED219013 HE015259

Mauriel, John J.
History of the Bush Program.
Pub Date Mar 82
Note-29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Attitudes; *Administrator Education; *Administrators; Change Strategies; Department Heads; Educational Objectives; Educational Planning; Higher Education; Knowledge Level; *Leadership Training; Policy Formation; Professional Continuing Education; Program Evaluation; Public Education; Public Policy; *Public Schools; School Districts; *Superintendents; Training Objectives
Identifiers-*Bush Public School Executive Fellows Program; *Minnesota

The history of the Bush Public School Executive Fellows program is described. The primary objective of the program is to increase the ability of chief Minnesota school executives to guide and direct the design and delivery of public education in a more effective and efficient manner. Participation is designed to increase their ability to more effectively mobilize and increase resources available to achieve their goals. The curriculum for the Bush Program is organized around strategy for formulating and implementing a school district plan.

Attention is focused on the knowledge, skills, and attitudes necessary to lead a school organization. The course involves 30 days of intense instruction during the summer and academic year at retreats and is aimed at the line-operating executive, usually the superintendent of the local public school district, although other central office administrators (e.g., assistant superintendent, directors of special education) are admitted especially from larger school districts. Each year the selection committee strives for a mixture of people from rural, small, large, suburban, and central city school districts. Topics that have been addressed include: strategic planning and policy development and implementation, school-community relations, organizational behavior and interpersonal skills, marketing, and financial management. Participants are involved in class discussion, small group meetings, work teams, individual presentations, and role playing. The schedule for the July 1981 week module is appended. An evaluation of the achievement of program objectives, which are listed in the appendix, was undertaken by an outside group. A summary of the findings, evaluation methodology, and recommendations also are appended, along with a request for proposals and a statement of the program philosophy. (SW)

ED219030 HE015299

Thoen, Gail Ann

Asian Refugee Students: Innovative Programming for America's Newest Immigrants.

Pub Date [82]

Note-14p.; Sponsored in part by the University of Minnesota Small Grants Program.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Asian Americans; Cambodians; College Curriculum; Course Evaluation; Cultural Education; *Ethnic Studies; Females; *Foreign Culture; Higher Education; *Indochinese; Interdisciplinary Approach; Laotians; Laws; Minority Groups; North American Culture; Racial Bias; *Refugees; Sex Discrimination; Student Evaluation of Teacher Performance; Undergraduate Study; Vietnamese People; Whites; *Womens Studies

Identifiers-*University of Minnesota

An experimental course on Asian American women, offered by the Department of Family life at the University of Minnesota is described. The curriculum innovation was designed in response to the Asian refugee settlement in the St. Paul and Minneapolis, Minnesota, area. The undergraduate course used a 1982 anthology containing works focusing on Asian women's experiences here and abroad. The course begins with tracing the history of Asians in America and concludes 10 weeks later with a lecture and demonstration on assertiveness training for Asian refugees. An interdisciplinary approach is used and additional topics include: Asians and California Anti-Miscegenation Laws; the life history of a Filipina in Hawaii; family structure and acculturation in the Chinese Community in Minnesota; Asian and white interracial relationships in dating, marriage, and divorce; Asian women and family law; and nursing care for Indochinese refugees. The course faculty, a Caucasian female and a Japanese male, served as role models for the students, hopefully illustrating how issues of sexism and racism could be publicly discussed, argued, and overcome based on classroom dialogues. A student evaluation was accomplished using a questionnaire that dealt with students' diverse backgrounds and their levels of English proficiency, along with the professors' judged competence and course content. A summary is presented of the responses from the 80 refugees, who ranged in age from 17 to 55 with a mean age of 22. Most students immigrated from Vietnam, but Laos and Cambodia were also well represented. (SW)

Morse, Ed

Student Services Planning Model (SSPM).

Virginia State Dept. of Community Colleges, Richmond.

Pub Date 82

Note-57p.; Funded under Title II of the Vocational Education Amendments of 1976, Public Law 94-482.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*College Planning; Community Colleges; Diagrams; Flow Charts; Models; Organizational Objectives; *Program Development; Program Evaluation; *Student Personnel Services; Two Year Colleges

Identifiers-*Virginia Community College System

This manual describes the Virginia Community College System's strategic and operational planning methodology for student services: the Student Services Planning Model (SSPM). Introductory material outlines the role, philosophy, and objectives of the SSPM; offers guidelines for its use and background to its development; and presents the assumptions underlying the model's application. Then the five-phase SSPM is described and illustrated. The model is shown to operate within a framework created by the general (i.e., social, political, and technological) environment; the operating environment of the broad educational context; and the internal institutional environment. The five phases of the model are seen as: (1) Pre-Planning, which includes the establishment of the basis for the plan; (2) Strategic Planning, which includes a review of mission and services; assessment of needs, issues, and capabilities; development of planning assumptions; specification of goals; and review of policies and procedures; (3) Operational Planning, which encompasses the specification of objectives and activities and the development of resource requirements and budgets; (4) Operation and Management of Services; and (5) Evaluation of Outcomes and the Process. The 18 steps incorporated in these phases are described and illustrated. Finally, the steps involved in the SSPM feedback process are presented. Appendices form the bulk of the report, including worksheets, forms, and survey instruments. (HB)

ED219205 RC013511

Napier, Ted L.; And Others

Factors Associated with Illegal Drug Use in Rural Georgia.

Pub Date Feb 82
Note-39p.; Paper presented at the Annual Meeting of the Southern Association of Agricultural Scientists, (Orlando, FL, February, 1982).
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Age Differences; *Drug Education; *Drug Use; *Factor Structure; Family Influence; *Illegal Drug Use; *Incidence; Income; Peer Influence; Prevention; Program Content; Racial Differences; Religious Factors; *Rural Areas; Secondary Education; Sex Differences
Identifiers-*Georgia

To ascertain the incidence of drug use in a rural area and to provide insight into the covariates of illegal drug use which might be useful in developing prevention programs, data were collected in the spring of 1981 from 2,060 or 83.2% of all students grades 8 through 12 in a southern Georgia county. Data were collected during regularly scheduled school hours in large group interviewing sessions. Respondents participated extensively in illegal drug use: approximately 76.7% indicated they had consumed alcohol at least once; 41.0% had tried marijuana at least once; 64.5% had tried cigarettes at least once; 16.0% had tried amphetamines at least once; and 12.2% had tried barbiturates at least once. Youngsters who were older, male, white, from stressful home environments, less religious, more active in dating, identified with the drug culture group, more frequently engaged in shoplifting, had sold drugs at some time, and from families where parents used drugs tended to be more frequent drug users. Since illegal drug use was quite extensive and primarily confined to alcohol, marijuana, and cigarettes, perhaps programs designed to prevent or reduce drug abuse in the study county should be focused on these illegal drugs. (BRR)

ED219225 RC013550

Kay, Steve

Rural Education and Alternative Communities.

Kentucky State Univ., Frankfort. Office of Education/Psychology Research.
Spons Agency-Cooperative State Research Service (DOA), Washington, D.C.
Pub Date Mar 82
Grant-KYX1581000005
Note-20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York City, NY, March, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Comparative Analysis; Cultural Pluralism; *Culture Conflict; Educational Objectives; Elementary Secondary Education; *Interaction; Life Style; *Parent Attitudes; *Rural Education; Rural Population; Values
Identifiers-*Alternative Communities; *Counter Culture; Impact Studies; Kentucky; Long Term Residents; Newcomers

Results of interviews conducted among a sample of long-term rural residents and back-to-the-land immigrants in a small community in a rural county in Kentucky are compared for values held and attitudes toward the public school system. The present situation is analyzed in light of the controversy over cultural pluralism and subsequent actions taken earlier in this centrury to deal with immigrant children in the U.S. schools. Suggestions are offered for making relevant policy decisions and for ways of establishing positive interaction between rural public schools and their new constituents. (Author)

ED219246 SE038744

Romberg, Thomas A.

The Development and Validation of a Set of Mathematical Problem-Solving Superitems. Executive Summary of the NIE/ECS Item Development Project.

Wisconsin Center for Education Research, Madison.
Spons Agency-Education Commission of the States, Denver, Colo.; National Inst. of Education (ED), Washington, DC.
Pub Date Jan 82
Contract No-02-81-20321
Note-28p.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Research; Elementary Secondary Education; Evaluation; Evaluation Methods; *Mathematics Achievement; *Mathematics Education; *Problem Solving; *Test Construction; *Testing
Identifiers-*Mathematics Education Research

This document describes seven steps that were followed to develop and validate a pool of mathematical problem-solving situations and a set of questions for each situation which were designed to provide information about students' qualitatively different levels of reasoning ability. For each stage a description is presented of the work that was carried out and what was accomplished. It is noted that a strategy of developing a set of "structured super-items" was followed for each of a set of problem-solving situations. It is concluded from this effort that a content-valid set of superitems was successfully constructed for

administration. Further, construct validity of the items was established in relationship to an underlying theory of response outcomes, and the utility of the superitems was noted as demonstrated. It is felt that since the goals of the study were obtained, the way to a more useful set of items which could be used in large scale assessment projects has been pointed out. (MP)

ED219267 SE038773

Sunal, Cynthia Szymanski; Sunal, Dennis W.
Adapting Science for Hearing Impaired Early Adolescents. Final Report.
West Virginia Univ., Morgantown. Coll. of Human Resources and Education.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date 81
Grant-SPI-80-05430
Note-99p.; For related document, see ED 213 176.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Curriculum Development; Curriculum Evaluation; *Elementary School Science; Elementary Secondary Education; *Hearing Impairments; Program Development; Program Evaluation; Science Education; *Science Programs; *Secondary School Science
Identifiers-Science Education Research

This project developed an effective science curriculum, "Science for the Hearing Impaired" (SFHI), through adaption of two Houghton Mifflin science programs for use with hearing impaired adolescents (ages 9-13). This adaption included reorganization of objectives and content within lessons, deliberate and appropriate teaching of science processes and inquiry skills, multi-sensory presentation of content through active participation, paraphrasing of text and use of language and identification cards, a selected science vocabulary taught through active experience, a variety of communication techniques, and a placement and evaluation system for science learning designed around the capabilities of the hearing impaired. Results from a 1981 trial period were used to produce a final edition of the program, the first available program at the national level providing early adolescent hearing-impaired students with an easily accessible and effective science curriculum adapted to their specific needs. Additional assessment of student progress included cognitive development level, pre-post unit tests of science learning and language development, and science interests and attitudes. Included are the project's developmental and evaluation processes, evaluation results, and in five appendices: project activities/staff listings, trial center descriptions, evaluation instruments, and media material guide to accompany use of the SFHI program. (Author/JN)

ED219306 SO014126

English, Raymond

Social Studies Versus Social Engineering: Values Education Reconsidered.

Pub Date Jun 82

Note-30p.; Paper presented at the Annual Meeting of the Social Science Education Consortium (East Lansing, MI, June 2-5, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Educational Change; *Educational Objectives; Educational Philosophy; *Educational Trends; Elementary Secondary Education; *Ethical Instruction; *Public Schools; *Social Studies; *Values Education

Public schools must conform to the changed mood of public opinion, which in the 1980s favors traditional education both academically and in morality and standards of behavior. The educational trends of the 1960s and 1970s were associated with sustained attempts to use the public schools as instruments of social engineering, that is, instruments to reform society by reshaping the attitudes of children. The traditional socializing function of formal education changed from a relatively conservative direction to a radical direction. Racial integration was imposed by federal courts; textbooks were rewritten to appease militant pressure groups; and values clarification was used to undermine traditional moral standards. Kohlberg's program of moral education also encouraged the destruction of traditional moral assumptions. Out of all this emerged the "Me Generation." Recent trends have provoked popular resistance against the objectives of the social engineers. One sign of that resistance is the rejection of values clarification and demands for traditional moral education. The revulsion against ethical relativism and social engineering in the schools is also a movement toward school decentralization, that is, toward more intimate relations between communities and families on the one hand and the schools and teachers on the other. The question now is "will the educational establishment go along?" If educators resist, they risk bringing on an extreme reaction. (Author/RM)

Boros-Kazai, Mary; Body, Paul

Hungarian Community Life in Greater Pittsburgh. Educational Curriculum Kit 4.

Hungarian Ethnic Heritage Study, Pittsburgh, PA.
Spons Agency-American Hungarian Educators' Association, Silver Spring, Md.; Office of Elementary and Secondary Education (ED), Washington, DC. Ethnic Heritage Studies Program.
Pub Date 81
Note-28p.; For related documents, see SP 020 311-320.
Available from-Paul Body, 5860 Douglas St., Pittsburgh PA 15217 ($1.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Community Characteristics; *Community Organizations; *Cultural Activities; Cultural Background; Cultural Centers; *Ethnic Groups; Folk Culture; Hungarian; Local History; Periodicals; Philanthropic Foundations; Radio; *Religious Cultural Groups; *Social Organizations
Identifiers-Hungarian Americans; *Pennsylvania (Pittsburgh)

This booklet is a guide to Hungarian American churches, organizations, and events in Pittsburgh and western Pennsylvania. In addition to listings of organizations and events, names of contact persons, their addresses and telephone numbers are provided. Information is furnished on: (1) Hungarian religious organizations; (2) social and cultural life; (3) educational and youth organizations; (4) fraternal associations; (5) radio programs; (6) periodicals; and (7) miscellaneous activities. The preface contains a brief historical survey of Hungarian settlement in western Pennsylvania since 1870. A calendar of events, scheduled annually by Pittsburgh Hungarian American organizations, is also included. (JD)

ED219368 SP020561

Goldman, Allen S.; And Others
Congenital Defects.
Pub Date 81
Note-68p.; In: Child Health and Human Development. An Evaluation and Assessment of the State of the Science. For related documents, see SP 020 557, SP 020 560, SP 020 562, SP 020 564-566, and ED 215 792-795.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Biochemistry; *Congenital Impairments; *Embryology; *Genetics; Health Education; *Medical Research; Neonates; Perinatal Influences; *Prenatal Influences; Preventive Medicine; *Research Needs

There are two general categories (not necessarily mutually exclusive) of congenital defects: (1) abnormalities that have an hereditary basis, such as single and multiple genes, or chromosomal abberration; and (2) abnormalities that are caused by nonhereditary factors, such as malnutrition, maternal disease, radiation, infections, drugs, or environmental chemicals. Research on congenital defects needs strong basic approaches that examine several levels of biologic organization, including cell differentiation, cell interaction, and defects at the genetic level. These approaches should be applied to specific clinical entities, such as developmental defects in human organ systems, family studies, and population genetics. Research emphasis should be focused on delayed, long-term effects that may be manifested long after birth. This monograph presents a report on current research progress in studies of congenital defects of gametes, the embryo, and the fetus. Included is an examination of prenatal exposure to toxic agents, such as drugs, industrial chemicals, pesticides, herbicides, fungicides, fertilizers, radiation, and viruses. Research findings and needs are cited for studies on: (1) recombinant DNA; (2) communication within the nucleus; (3) connective tissues; (4) cell adhesion, migration, and morphogenetic movements; (5) anencephaly and spina bifida; and (6) nonclonal antibodies. Priorities and recommendations for future research are listed. A bibliography of 162 references is included in the report. (JD)

ED219413 TM820424

Myette, Beverly M.; White, Karl R.
Selecting an Appropriate Multiple Comparison Technique: An Integration of Monte Carlo Studies.
Pub Date Mar 82
Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Hypothesis Testing; Sampling; *Statistical Analysis; *Statistical Bias; Statistics
Identifiers-*Monte Carlo Studies; *Multiple Comparisors; T Test; Tukey Statistic; Type I Errors

Twenty Monte Carlo studies on multiple comparison (MC) techniques were conducted to examine which MC technique was the "method of choice." The results from these studies had several apparent contradictions when different techniques were investigated under varying sample size and variance conditions. Box's coefficient of variance variation and bias coefficient were used to quantify the degree of variance heterogeneity and estimated bias of the Type I error rate for the sample and variance condition with each technique studied. Twenty-five multiple comparison techniques were covaried with study characteristics. Wide disparity in data limited recommendation of a "method of choice." Results indicated that the Kramer modification for unequal sample sizes was the preferred method when the Tukey MC technique was elected by the researcher. Neither of Box's coefficients were found to predict bias in Type I error rate. A simple t test administered after a significant omnibus F test (the "Two-stage t-test") has been obtained, appeared to be the most simple and accurate procedure for multiple comparisons. Further replications of this technique are needed to confirm its accuracy. (Author/DWH)

ED219476 UD022459

Cochran, Moncrieff, Ed.; And Others

The Ecology of Urban Family Life. A Summary Report.

Cornell Univ., Ithaca, N.Y. Dept of Human Development and Family Studies.
Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Education (ED), Washington, DC.
Pub Date Jun 82
Contract No-400-76-0150
Note-74p.; Support also received from the Spencer Foundation, the Charles Stewart Mott Foundation, and the Charles F. Kettering Foundation.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Blacks; Child Caregivers; Child Development; *Child Rearing; Community Programs; Employed Parents; *Interpersonal Relationship; Mothers; Neighborhoods; *Parent Attitudes; *Parent Child Relationship; Preschool Children; Racial Relations; *Social Environment;

Socialization; Whites
Identifiers-*Network Analysis; New York (Syracuse); *Social Networks

This report presents the results of research that gathered baseline data for a proposed evaluation of the Family Matters Project, an early intervention program that studied the utility of family and local resources as support systems in the care of preschoolers. Conducted in Syracuse, New York, the research collected demographic data, descriptions of sample families' surrounding contexts (neighborhood, work world, and personal social networks), and parents' perceptions of children and children's activities. The information was expected to provide insights into aspects of the ecology of family life that are likely to affect and be affected by the intervention program. Chapters one and two explain the purpose, theory, and methodology of the study. Chapter three presents findings on the effects of mothers' work status and education upon their perceptions of their children. Chapter four examines whether families in poor affluent neighborhoods perceive their neighborhoods as supportive systems for child rearing. Chapter five relates parents' social relationship network structures and their perceptions of their children. Chapter six examines how parents' social networks and racial messages influence children's racial preference patterns. Finally, chapter seven discusses implications of the findings for evaluating the the Family Matters Project. (Author/MJL)

Brandhorst, Ted, Ed.; Houston, Jim, Ed.
Indexing. ERIC Processing Manual, Section VII.
Educational Resources Information Center (ED/NIE), Washington, DC.; ERIC Processing and Reference Facility, Bethesda, Md.; ORI, Inc., Bethesda, Md. Information Systems Div.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date Oct 80
Contract No-400-81-0003
Note-57p.; Loose-leaf, updated continuously. One module of the ERIC Processing Manual (IR 050 065).
Available from-ERIC Processing and Reference Facility, 4833 Rugby Ave., Bethesda, MD 20814 ($3.75).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Check Lists; *Coordinate Indexes; Databases; *Indexing; Information Retrieval; Information Storage; Library Technical Processes; Search Strategies; Subject Index Terms
Identifiers-*ERIC

Rules and guidelines are provided for subject indexing in the ERIC system. The principle of "subject access" is discussed with particular reference to "coordinate indexing," which involves designating subject content by unit terms (or tags) that may be put together or "coordinated" for subsequent retrieval. The nature of educational literature and the characteristics of educational community user groups are delineated in order to place ERIC indexing in proper perspective. Indexing tools necessary for the ERIC indexing process are also described. Detailed guidelines are presented on the indexing process itself, involving: (1) examination of the document; (2) identification of indexable information, e.g., population characteristics (including educational level), document form/type, curriculum or educational subject/field, activity, methodology, and materials; (3) translation and negotiation of indexable concepts into approved terminology, i.e., ERIC Descriptors and Identifiers. Additional guidance is offered on several special indexing issues, including specificity of indexing, weighting (major/minor terms), over- and under-indexing, and the indexing review process. (JH)

ED219146 PS012961

Warrence, Barbara; Kornegay, Linda

A Self-Study Process for Preschool Programs. Interdepartmental Capacity-Building Project.

New Jersey State Dept. of Education, Trenton. Div. of School Programs.

Pub Date Sep 80

Note-70p.; Parts will not reproduce clearly.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Educational Assessment; *Educational Objectives; *Evaluation Methods; Health Services; Inservice Teacher Education; Parent Participation; *Preschool Education; *Program Evaluation; Resource Materials; School Administration; *Self Evaluation (Groups); Social Services; Teacher Behavior; Teacher Responsibility

Objectives in five preschool program areas are listed in a format suitable for self-evaluation of program activities. With these resource materials, center staff and involved parents can document and assess their program with regard to (1) the quality of adult attention to children, (2) staff relationships, (3) parent participation, (4) staff training, and (5) allied health and social services. Introductory material outlines an approach to evaluation consisting of three phases. The first phase involves self-evaluation by a center committee, the second involves observation and assessment by an external observer, and the third focuses on follow-up assessment and planning for improvement. As an aid to evaluators, a list is provided of program characteristics indicating that objectives are being met. In addition to listing objectives for program assessment, evaluation forms provide space to record evidence documenting the realization of objectives as well as to indicate comments and recommendations. (RH)

Bockman, John F.

Ten Studies Pertaining to Residence, Mobility, and School Attendance Patterns of Discrete Black and Mexican American Populations in Tucson, Arizona, Between 1918 and 1976. Volume I.

Tucson Unified School District, Ariz.

Pub Date 78

Note-469p.; Portions are marginally legible.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Attendance Patterns; Blacks; Comparative Analysis; Educational History; Educational Trends; Elementary Secondary Education; Ethnic Distribution; Geographic Distribution; *Mexican Americans; *Mobility; *Population Distribution; Population Trends; *Residential Patterns; School Districts; Student Attrition; *Student Mobility; Transfer Policy; Transient Children; Trend Analysis

Identifiers-*Arizona (Tucson); Spanish Surnamed

Volume I contains the substance of five studies originally filed with the United States District Court for the District of Arizona in the cases of "Fisher v. Lohr" and "Mendoza v. Tucson School District No. 1." Study I determines patterns of attendance at several elementary schools by non-Mexican American and Mexican American students residing in the same geographic area between 1920 and 1950. Results of data, which were re-analyzed following submittal in the Witness Statement, are incorporated in chart form and a new summary of findings. Study II shows that in the total context of residential patterns in the Holladay neighborhood, the Tucson Public Schools maintained a neutral and non-discriminatory role in setting the Holladay School boundaries from 1949 to 1974. Study III determines patterns of permanence or residence mobility (1949-1974) in the Holladay School neighborhood among Spanish-surnamed households. Study IV determines patterns of student attendance at Holladay School (1955-1967) as a means for judging whether a given student population was in any sense "contained" within the attendance boundaries. Results of Study V, originally filed as part of the Supplemental Witness Statement on October 26, 1976 and re-studied in light of Study I's findings, are incorporated in this publication. (NQA)

ED219185 RC013484

Gutierrez, Merri

Citizen Me: An Experiential Curriculum for Citizenship Education. Level: Five.

Harris County Dept. of Education, Houston, Tex.
Spons Agency-Texas Governor's Office, Austin. Criminal Justice Div.
Pub Date 79
Grant-JA-79-C03-5874
Note-39p.; For related documents, see RC 013 473-487.
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Citizenship Education; Citizenship Responsibility; *Crime; Crime Prevention; Critical Thinking; Curriculum Guides; *Decision Making Skills; Delinquency; Elementary Education; Fines (Penalties); Grade 5; Learning Activities; *Legal Education; Peer Influence; *Social Studies; *Units of Study
Identifiers-Citizen Me Project TX

Integrating concepts of basic citizenship education with community involvement, this experiential curriculum provides a means for developing decision making and critical thinking skills within the existing fifth grade social studies curriculum. The 12 lessons cover the following concepts: responsibilities, rules and laws, involvement vs. noninvolvement, crime and crime prevention, felonies and misdemeanors, and juvenile delinquents. The lessons deal with: (1) peer group pressure as it conflicts with a parent's restrictions; (2) the importance of rules and laws and how to aply them to effective good citizenship; (3) the issue of involvement vs. noninvolvement when confronted with a violation of the law; (4) crime in the community and what happens to someone who is charged with committing a crime; (5) serious crimes as felonies and their consequences; (6) the difference between a felony and a misdemeanor offense and their consequences; (7) how laws affect juveniles; and (8) how one can become a better citizen. Each lesson includes a purpose statement, concepts to be learned, time needed, student objectives, suggested activities, and evaluation criteria. Activities include discussion questions, vocabulary and writing exercises, drawing exercises, case studies, brainstorming questions, and questions for critical thought. (NQA)

ED219390 TM820256

Katz, Cynthia L.; Padia, William L.

The California High School Proficiency Examination Six Years After Implementation.

Pub Date Mar 82

Note-18p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Standards; *Basic Skills; *Educational Attainment; *Equivalency Tests; High School Equivalency Programs; Longitudinal Studies; Secondary Education; State Standards; Student Certification; *Testing Programs

Identifiers-*California High Schoul Proficiency Examination; *Early Graduation

In 1975 California became the first state to offer an "early exit" proficiency test from high school to persons 16 years of age or older (California law normally requires young persons to attend school until they reach 18 or graduate regularly from high school). More than 87,000 persons have passed the early exit examination; a pass rate of approximately 44 percent. The test was originally intended to serve the "bright but bored" students who may be performing well, but wish to move on to college early, and "borderline dropouts," marginal attenders and achievers who are disaffected with school but have gained or can gain a sound command of the basic skills before taking the test. This summary of the six years of implementation includes discussions of a longitudinal view of examinee characteristics, the long-term institutional reaction to the examination, changing test characteristics, and the relationship of the California High School Proficiency Examination to other testing programs. (CM)

ED219457 TM820487

Jolly, S. Jean; And Others

Customization of the Achievement Testing Program for Palm Beach County Florida County Schools; Symposium.

Pub Date Mar 82
Note-69p.; Papers presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, March 20-22, 1982).
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Achievement Tests; Criterion Referenced Tests; *Curriculum Evaluation; Educational Testing; Elementary Secondary Education; Evaluation Methods; Item Banks; Norm Referenced Tests; School Districts; *Test Construction; Testing Problems; *Testing Programs; *Test Validity
Identifiers-*Palm Beach County Schools FL; Rasch Model; Stanford Achievement Tests

This document contains five papers describing the customization of the achievement testing program for Palm Beach County (Florida) Schools. They are as follows: "Customized Achievement Testing Programs" (S. Jean Jolly); "Using the Rasch Model to Develop Curriculum-Referenced Norms" (R. Robert Rentz); "Matching Standardized Achievement Test Items to Local Curriculum Objectives" (Ruth Bower); "An Exploratory Study of the Concept of Curriculum-Referenced Norms Using the Stanford Achievement Test, Sixth Edition" (Gary Gramenz); and "Supplementing Standardized Achievement Test Items for Testing of Local Objectives" (Bernard Jones). Inherent problems in standardized norm-referenced tests for curriculum evaluation are related to two sources of mismatch, content-not-taught and content-not-tested. A suggested solution is for the multiple use of standardized test items and the supplementation of selected standardized test items with items drawn from a locally-developed bank. Customization of the curriculum evaluation entails the derivation of a curriculum-referenced normative score and the linking of supplemental test items to selected standard items for criterion-referenced purposes. The computation of curriculum-referenced norms, comparison with a national sample on content known to be common, is facilitated if the Rasch Model has been the basis for test construction. Each reading and mathematics item on the Stanford Achievement Test, Seventh edition, to be administered in grades two through six, was examined for its match with local reading and mathematics objectives as a preliminary step in customizing an achievement testing program. (Author/PN)

ED219125 PS012931

Ouderkirk, Wayne, Ed.

On the Line in Child Care: An Entry Level Training Curriculum for Residential Child Care Workers.

State Univ. of New York, Albany. School of Social Welfare.
Spons Agency-New York State Dept. of Social Services, Albany.
Pub Date 80
Note-400p.
Available from Sally Bordan, Publications, SUNYA School of Social Welfare, Continuing Education, 135 Western Avenue, Albany, NY 12222 ($8.50).
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-Behavior Problems; *Child Caregivers; Continuing Education; Emotional Disturbances; *Entry Workers; Helping Relationship; Individual Development; *Inservice Education; Instructional Materials; Interpersonal Competence; Intervention; *Learning Modules; Needs Assessment; Postsecondary Education; Program Development; *Residential Care; *Training; Values
Identifiers-Self Awareness

A curriculum used over a 3-year period in statewide training programs for residential child care workers is organized and described according to 11 training modules. The modules focus on increasing the self-awareness of the human service professional and on presenting basic facts about human development, procedures for assessment and planning, and aspects of child care practice. Each module provides introductory material stating purpose or rationale, statements of behavioral objectives or behavioral changes indicating what the worker should be able to do after completing the module, resource papers for trainers preparing instruction, and training session outlines providing specific suggestions on how to deliver a training lesson on each topic. The training sessions are the core of the curriculum; these include a list of logistical requirements concerning time, space, equipment, handouts, and other needed materials, as well as a description of a proposed training session. Annotated bibliographies at the end of the modules are intended as an initial guide to the literature related to module content. In addition to a case example for use in the assessment and evaluation of training, a self-assessment form for trainees is included with the handouts for each module. (RH)

ED219287 SE038800

Canipe, Stephen L.
Biology and the Future of Man.
Pub Date 82
Note-80p.
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Biological Influences; *Biology; *College Science; Demography; Environmental Education; *Environmental Influences; *Futures (of Society); Heredity; Higher Education; Instructional Materials; Pesticides; Radiation; Reproduction (Biology); Science Curriculum; Science Education; Secondary Education; *Secondary School Science; Units of Study; Wastes

The purpose of this unit is to provoke discussion and thought by the reader. Topics considered include cloning; amniocentesis and sex determination; predicting abnormalities and abortion; transplants; life prolonging machines; cryogenics; prenatal surgery; sperm and egg banks; radiation; psychobehavior, ESB (electrical stimulation of the brain), and mind altering drugs; euthanasia; inequalities in care; germ and biological warfare; machine technology; human experimentation; balanced populations; green revolution (agricultural changes which have taken place over the last 25 years); greenhouse effect; ozone; noise, sewage, metals, and solid waste; and pesticides. Two tests are included, one over the entire unit and another over the content presented in the first three sections. (Author/JN)

ED219327 SO014192

Shillenn, James K.; Vincenti, John R.

Nuclear Power in the Classroom: A Union of Science and Social Studies Education.

Pub Date Aug 81

Note-14p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Controversial Issues (Course Content); Course Content; Educational Needs; Elementary Secondary Education; Inservice Teacher Education; *Interdisciplinary Approach; *Nuclear Energy; *Science Instruction; *Social Studies

This paper examines issues that K-12 science and social studies teachers need to keep in mind when teaching about nuclear power. The information needs to be presented in as objective a manner as possible. Science needs to become more social oriented. Team teaching should be encouraged. Elementary and secondary inservice teacher education is needed. When designing a class about nuclear energy, teachers need to be aware that accuracy of informational content needs to be considered from two perspectives. These perspectives are the correctness of the information and the intellectual honesty with which this information is presented. Teachers should also know the major issues surrounding the nuclear debate and some of the arguments on both sides of the issues so that information and activities can focus on these major points. The paper examines six of these major issues and discusses what nuclear advocates and adversaries say concerning them. The issues are nuclear safety, health impact, nuclear waste management, economics of nuclear power, the need for nuclear power, and nuclear proliferation. In developing a strategy for presenting these nuclear issues in the classroom, there are a variety of available resources that the classroom teacher can use. The paper does not describe the resources. (RM)

ED219494 UD022488

Shore, Rima, Ed.; And Others

Theodore Roosevelt High School. Project SUCCESS: Striving Upward through College and Career Education for Spanish Speakers. E.S.E.A. Title VII Final Evaluation Report, 1980-1981.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

Pub Date 81

Grant-G008006582

Note-102p.; Partial funding from Chapter 720 of the New York State Laws of 1973.

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Academic Achievement; *Asian Americans; *Bilingual Education Programs; *Career Planning; *Dropout Prevention; English (Second Language); *High School Equivalency Programs; High Schools; *Hispanic Americans; Limited English Speaking; Mathematics; Native Language Instruction; Program Effectiveness; Program Implementation; Science Instruction; Social Studies; Spanish; Spanish Speaking; Transitional Programs; Vietnamese

Identifiers-Elementary Secondary Education Act Title VII; New York City Board of Education

Project SUCCESS, a combined bilingual education and college/career orientation program for Spanish speaking and Asian high school students of limited English proficiency, is described in this report. Located at Theodore Roosevelt High School in New York City, the program, in 1980-81, provided courses in English as a second language, English reading, native language arts, and bilingual mathematics, social studies and science; maintained a Dropout Prevention Clinic (DPC) which offered instruction and guidance to Spanish speaking ninth graders identified as potential dropouts; operated a High School Equivalency Program (HSE) to prepare Spanish speaking and Asian students who were average or had dropped out to take the General Equivalency Diploma examination; and provided college/career orientation services for program participants. The report describes the project background and organization; participant characteristics; instructional services; non-instructional activities; program implementation; and program evaluation. Evaluation results indicate (1) generally favorable student performance on tests of English syntax, with HSE and DPC students performing extremely well; (2) significant improvements in native language reading achievement among Spanish speaking students; (3) generally high success rates in different subject areas; (4) a program attendance rate that was better than the school-wide attendance rate; and (5) positive student attitudes toward the program. The report recommends program expansion to serve more students and provide more services. (Author/MJL)

ED219047 HE015325

Marien, Michael

The Two Post-Industrialisms and Higher Education. ASHE Annual Meeting 1982 Paper.

Pub Date May 82

Note-19p.; Based on a paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 2-3, 1982).

Available from-World Future Society, 4916 St. Elmo Avenue, Bethesda, MD 20814-5089 ($3.50).

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Role; Economic Factors; *Educational Change; *Futures (of Society); Higher Education; Political Influences; *Prediction; *Social Change; *Technological Advancement; Trend Analysis; World Affairs

Identifiers-*ASHE Annual Meeting

The state of future studies and the significance of futures thinking for higher education are considered. It is suggested that the future studies arena is not very large or well-organized and that it has not been growing, in part because it does not fit well into academe. Basic themes of future studies are described as an axis of contention between two visions of post-industrial society: one characterized as a high-technology service or information society; the other as a more decentralized ecologically-oriented, and self-reliant society. These two post-industrialisms are outlined in four charts and an appendix of selected readings. An additional chart describes four states of society and four corresponding states of higher education: (1) an extrapolation of long-term trends resulting in a flourishing economy and higher education remaining essentially unchanged in structure and processes; (2) a stagnant or worsening economy, with business and technical studies dominating the campus; (3) a major war or depression resulting in

ED219066 IR010280

Kirkham, E. Bruce, Comp.

Libraries, Librarians and Secondary School Teachers. Summer Workshop at Ball State University (2nd, Muncie, Indiana, June 8-July 10, 1981).

Ball State Univ., Muncie, Ind.

Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date 81

Note-269p.; Best available copy. Photographs will not reproduce. For related document, see IR 010 279.

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Audiovisual Aids; Curriculum Development; *Educational Resources; Librarians; *Library Materials; Secondary Education; Secondary School Teachers; *Social Studies; *Units of Study; Workshops

Identifiers-Indiana

Eight teams of Indiana secondary school librarians and social studies teachers participating in a 5-week workshop produced summaries of curriculum units and teaching aids to be used in their schools during 1981-82. Designed to maximize the use of available library resources, the cooperative projects are reported to serve as a stimulus and a guide to others. Units presented are entitled: "America Near the Turn of the Century;" "Immigration: Strategies and Materials for Identification with Real People;" "The Middle East: A Multimedia Parallel Resource Manual for Gifted, Middle-Range, and Remedial Students;" "Caught Up in Hate Larger than Themselves: Three Episodes of Collective Behavior;" "Developing Nations' Role in the 1980's and Their Implications upon the United States;" "Absolute Rulers on Trial;" "Units of Study Designed for the Learning Disabled Student in Eighth Grade United States History;" and "America's Industrialization: The Gilded Age (1876-1910)." The various summaries include bibliographies, reading lists, reference sources, student topic lists, worksheets, lists of audiovisual aids, and other materials. (RAA)

Bjorkqvist, Ole

Preservice Teacher Education in Elementary Science. NR 68.

Abo Akademi (Finland).
Report No-ISBN-951-648-807-2
Pub Date Dec 81
Note-125p.; Publication No. 68 of the Research Institute of the Abo Akademi Foundation. Ed.D. Dissertation, Northern Illinois University.
Available from-Tidningsbokhandelin, Box 79, SF-20100 ABO 10, Finland, price not known (free from author while supply lasts).
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Anxiety; Chemistry; College Students; Elementary Education; *Elementary School Science; Elementary School Teachers; Foreign Countries; Higher Education; *Methods Courses; *Physical Sciences; *Preservice Teacher Education; Science Education; *Science Instruction; Self Actualization; Teacher Attitudes; Teacher Effectiveness
Identifiers-Finland; Maslows Hierarchy of Needs; *Science Education Research

A study of science teaching insecurity in preservice elementary school teachers (N=56) in Finland is presented. Based upon Maslow's theory of basic needs, it was believed that individuals who feel insecure about science or science teaching cannot function at a higher need level until these insecurities are met. A 20-item instrument was used to determine an individual's self-estimated proficiency in science (SEPS), the main independent variable. Half of the students with low SEPS and half with high SEPS took a "traditional" methods course which emphasized basic competencies in teaching physical science. The other half of each group took a "humanistic" methods course which emphasized self actualization. It was hypothesized that the traditional course would best suit students with low SEPS and the humanistic course would be better for those with high SEPS. Two other independent variables included 1) actual

ED219247 SE038745

Academic Science/Engineering Employment Increased 3% between 1980 and 1981. Science Resources Studies Highlights.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No-NSF-82-312
Pub Date 18 Jun 82
Note-5p.; May not reproduce well due to colored print.
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Faculty; *College Science; Employed Women; Employers; *Employment Patterns; *Employment Statistics; Engineering; *Engineering Education; *Engineers; Environmental Education; Higher Education; Mathematics Education; Science Education; *Scientists

Data presented in this report are derived from the National Science Foundation's (NSF) 1981 Survey of Scientific and Engineering Personnel Employed at Universities and Colleges. Highlights of the survey indicate that: 1) science and engineering (S/E) employment in the higher education sector increased 3-percent between January 1980 and January 1981; 2) increases in S/E employment varied widely by institution, with 2-year institutions (responding to growing enrollments) reporting a 7-percent gain in S/E employment; 3) distribution of academic scientists/engineers by field has not changed significantly since 1973, with largest proportions (41-percent) in the biological sciences and smallest (3 percent) in the environmental sciences; 4) expansion in employment of academic professionals occurred in all major S/E fields but was most evident in mathematical/computer sciences (increasing 8-percent in 1981); 5) use of part-time S/E staff increased among almost all S/E disciplines, accounting for 20-percent of all scientists/engineers employed in universities and colleges in 1981; 6) the number of women scientists/engineers employed in academy rose 6-percent between 1980 and 1981 (compared to the 2-percent rise reported for male counterparts); and 7) the number of academic scientists/engineers engaged in research and development activities rose only 1-percent, with many doctorate-granting institutions utilizing graduate research assistants in the performance of research. (Author/JN)

ED219307 SO014133

Tyrell, Phillip B.

The Effects of Lecture Versus Inquiry Methods of Presentation on Student Achievement in Social Studies: A Review of the Research.

Pub Date Jun 82

Note-9p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement; Comparative Analysis; Elementary Secondary Education; Higher Education; *Inquiry; *Lecture Method; Research Reports; *Social Studies; State of the Art Reviews; *Teaching Methods

This paper presents a review of the research concerning the effect of the lecture versus the inquiry teaching method on student achievement in social studies. The small amount of research found which deals with this topic revealed that the findings are inconclusive as to the best method of presentation in social studies. More research is needed. Some examples of the kinds of research reports found and described in the paper follow. In 1968 Dubin and Taveggia reviewed the data for several scores of comparisons of the lecture and discussion method at the college level. Of 88 comparisons between traditional lecture and discussion methods, as reported in 36 experimental studies, 51% favored the lecture method and 49% favored the discussion method. When they standardized the criterion test scores from these studies, making them comparable from study to study, the average difference between test performance following exposure to lecture or discussion methods, across studies, was very close to zero. It appears that when properly used, the different teaching methods were roughly equivalent in providing opportunities to attain knowledge. In 1980 Janicki, Peterson, and Swing conducted a study to investigate naturally occurring aptitude-treatment interaction with three teaching approaches in social studies: lecture-recital, inquiry, and public issue discussion. Results of experimenter-constructed test outcomes showed the lecture-recitation approach was superior. But relative effectiveness of the approach also depended on student ability and level of conformance. Different approaches were good for different abilities. (RM)

ED219347 SP020315

Biro, Ruth

Hungarian Folk Traditions Revisited. Educational Curriculum Kit 5.

Hungarian Ethnic Heritage Study, Pittsburgh, PA.
Spons Agency-American Hungarian Educators' Association, Silver Spring, Md.; Office of Elementary and Secondary Education (ED), Washington, DC. Ethnic Heritage Studies Program.
Pub Date 81
Note-43p.; For related documents, see SP 020 311-320.
Available from-Paul Body, 5860 Douglas St., Pittsburgh PA 15217 ($1.50).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Community Study; *Ethnicity; *Folk Culture; Immigrants; *Legends; *Local History; Mythology; Oral History; *Social History
Identifiers-*Genealogy; *Hungarian Americans

This booklet contains materials that highlight Hungarian traditions and customs transplanted to America by Hungarian immigrants. The research and educational activities are designed for practical application in locating, recording, preserving, and analyzing resources on Hungarian American history, particularly those in the Pittsburgh (Pennsylvania) area. Sections in the booklet describe Joe Magarac (the legendary hero of the Pittsburgh steel industry), identify Hungarian surnames one may encounter in the Pittsburgh area or elsewhere, and relate selected Hungarian folk traditions. Research guidelines are outlined to facilitate an examination of Hungarian traditions through oral and community histories. Genealogical research techniques and resources are discussed, and educational activities and materials that should promote an understanding of the Hungarian immigrant experience are suggested. (Author/JD)

ED219369 SP020562

Purpura, Dominick P.; And Others

Mental Retardation.

Pub Date 81

Note-51p.; In: Child Health and Human Development. An Evaluation and Assessment of the State of the Science. For related documents, see SP 020 557, SP 020 560-561, SP 020 564-566, and ED 215 792-795.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Behavioral Sciences; *Biochemistry; Biology; Biomechanics; *Developmental Disabilities; Genetics; Health Education; *Medical Research; *Mental Retardation; Neurological Impairments; *Research Needs; *Social Responsibility

Evidence today indicates that the causes of mental retardation are biological, psychological, and social in origin and that a combination of these causes frequently occur in a single individual. Mental retardation is identified clinically by the presence of several signs that include, but are not limited to, a significant impairment of intelligence and a concurrent deficit in adaptive behavior. This monograph presents a report on the current state of knowledge about mental retardation. Research progress and objectives in the biomedical, behavioral, and social aspects of this handicap are discussed. Priority areas for future research are identified, including needs for biomedical research in biology, anatomy, chemistry, pharmacology, and physiology. A need is seen also for research in genetics and inborn errors of metabolism. Behavioral and social sciences research is called for in the areas of prevention of mental retardation, enhancing thinking and learning in retarded individuals, amelioration of the effects of mental retardation, and alternatives to institutionalization of retarded persons. A bibliography of 45 references is appended. (JD)

ED219414 TM820425

Huberty, Carl J.

Some Univariate-Multivariate Generalizations.

Pub Date Mar 82

Note-28p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Analysis of Variance; *Data Analysis; Hypothesis Testing; Matrices; *Multivariate Analysis; *Statistical Analysis; Statistics

The mathematical extension from scalars to matrices as a prerequisite for univariate to multivariate generalizations of statistical concepts and methods is discussed. One reason for several alternative techniques is the multitude of ways to generalize from univariate concepts to multivariate concepts. The additional complexity, and lack of theoretical and empirical evidence to support a best method, are two other reasons. The basic notion of variability is generalized from a univariate context to a multivariate context using two matrix functions, a determinant and a trace. These two methods of generalizing variance are shown to yield several alternative multivariate indices of shared variation. Multivariate partial indices are proposed. The complexity of multivariate test statistics and some problems in the interpretation of tests of multivariate hypotheses are reviewed. (Author/DWH)

ED219436 TM820452

Low, Lana; Wolfle, Lee M.
Enduring Effects of First-Grade Achievement.
Spons Agency-Phi Delta Kappa, Charlottesville, Va.
Pub Date Mar 82
Note-21p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Gains; Achievement Tests; Elementary School Students; Grade 1; *Longitudinal Studies; *Mathematics Achievement; Primary Education; *Reading Achievement; *Teacher Effectiveness
Identifiers-SRA Achievement Series

Low and Wolfe (1981), in a study on the enduring effects of first grade teachers, found unexpected results that short-term gains in first grade do not necessarily lead to long-term academic gains. These results differed from Pedersen, Faucher and Eaton's (1978) findings. To investigate this anomaly, the primary and multilevel editions of the SRA Achievement Series were administered to a total of 417 students twice a year from first through fifth grade. The results of the analysis, based on the mean levels of achievement in math and reading, showed that students of the identified effective first grade teacher achieved gains in both math and reading and did so repeatedly. However, the students who achieved test score gains over their first grade peers did not achieve gains in subsequent elementary school grades as fast as students of the other teachers. By fifth grade, the initial gain group of students was over a half of a standard deviation below the mean of other students. It was concluded that early elementary education may be more beneficial if it teaches students how to learn, rather than basic skills. (PN)

ED219014 HE015260

Brown, Laurence A., Jr.

The Impact of an Adult Distance Learning Program on Campus Enrollments.

Pub Date Mar 82
Note-32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982). The questionnaire may not reproduce well because of small print.
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Access to Education; *Adult Students; Competition; Consortia; *Continuing Education; Educational Demand; Educational Television; Enrollment Influences; *Extension Education; Followup Studies; Higher Education; *Nontraditional Education; Nontraditional Students; State Universities; Student Attitudes; *Telecourses
Identifiers-*State University of Nebraska; *University of Mid America NE

The degree to which early enrollees in an adult distance learning program elected to take these courses rather than to enroll in traditional on-campus programs was assessed, along with the effects of participation on enrollees' ensuing behaviors and attitudes toward continuing education. The State University of Nebraska (SUN) Program was initiated in 1972 as the distance education arm of the University of Nebraska System, and in 1975, SUN became part of the University of Mid-America (UMA), a distance education consortium presently comprised of 11 state universities in seven midwestern states. A random sample of those who had enrolled in one or more SUN courses during the first three offerings of courses were contacted by telephone in 1978, and completed interview questionnaires were obtained from 339 individuals. About 37

ED219031 HE015300

Instructional Development Report: A Program for Instructional Development at the University of North Dakota, Eighteen Month Report (July 1980-December 1981).

North Dakota Univ., Grand Forks. Office of Instructional Development.
Spons Agency-Bush Foundation, St. Paul, Minn.
Pub Date [82]
Note-58p.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-College Curriculum; College Faculty; College Programs; Consultation Programs; *Curriculum Development; Curriculum Evaluation; Educational Strategies; *Faculty Development; *Grants; Higher Education; *Instructional Development; Instructional Improvement; Instructional Materials; Interdisciplinary Approach; Material Development; Philanthropic Foundations; Private Financial Support; Professional Training; Program Evaluation; Resource Materials; *Sabbatical Leaves; *Teacher Developed Materials; Teacher Workshops
Identifiers-*University of North Dakota

The development of resources for improved instruction and professional development of University of North Dakota faculty members, which was funded by the Bush Foundation, is reviewed. The primary grant activity was the creation of an Office of Instructional Development and the

ED219107 JC820362

Boyer, Mary Ellen; And Others

Cultural Vignette: Vietnamese Americans.

San Diego Community Coll. District, Calif.

Spons Agency-California Community Colleges, Sacramento. Office of the Chancellor.

Pub Date [81]

Note-49p.; Developed under a grant from the California Community College Fund for the Improvement of Instruction. For related documents, see ED 217 903 and JC 820 362-364.

Available from-Multicultural East San Diego Adult Center, 5348 University Avenue, San Diego, CA 92105 ($9.00 for the complete Ethnic Heritage Search Kit).

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Asian Americans; Clothing; Family Role; Food; *Immigrants; Language; Literature; Religious Factors; Second Language Learning; *Sociocultural Patterns; *Vietnamese People

This booklet, developed as part of a multicultural research project conducted in the San Diego Community College District, presents the findings of a nine-member research team on various aspects of the history and culture of Vietnamese Americans. The areas covered are: (1) the Vietnamese as immigrant, which includes a discussion of the trauma and stress of immigration, the hostility of sections of the North American community to the new immigrants and its effects, and prospects for the future; (2) the Vietnamese family, which includes a discussion of the dominant position of the husband and the roles of women and children; (3) customs and practices in relation to pregnancy and child

ED219147 PS012962

White-Stevens, Lillian
Nutrition Education Programs for the Classroom (Pre-K - 12).
New Jersey State Dept. of Education, Trenton. Div. of School Programs.
Pub Date Dec 81
Note-185p.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Basic Skills; *Community Education; *Cooking Instruction; Disabilities; *Eating Habits; Elementary Secondary Education; *Federal Programs; Gifted; *Nutrition Instruction; *Parent Education; Preschool Education; Program Descriptions
Identifiers-Gardening; New Jersey; *Nutrition Education and Training Program

This volume describes 232 projects funded by the Nutrition Education and Training Program of the New Jersey State Department of Education between 1979 and 1980. Broad in scope and diversity, the programs represent an effort to fulfill the needs of children, with primary school students receiving the most attention. Of the 232 programs carried to completion, half address children in kindergarten through 6th grade, 39 programs are for preschool children, 46 are for students in 7th through 12th grade, and 31 are for students in special education. The common, overriding goal of all of the programs is to enhance nutrition knowledge and encourage nutrition practices, behaviors, and attitudes among students, their parents, and the community. In addition to teaching basic nutrition concepts, each program has more immediate objectives which vary with the needs of its own students and the needs of the community. Variables addressed by the programs include ethnic factors, socioeconomic conditions, grade level, general community and

ED219206 RC013512

Albin, Sheila A.

The Role of States in Social Welfare Programs for Indians.

National Indian Council on Aging, Albuquerque, N. Mex.; Winston & Strawn, Washington, DC.

Spons Agency-Administration on Aging (DHEW), Washington, D.C.

Pub Date 80

Grant-90-A-989

Note-56p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-American Indians; Conflict Resolution; Federal Indian Relationship; Federal Legislation; *Government Role; *Reservation American Indians; *Self Determination; *Social Services; State Federal Aid; *State Programs; *Tribal Sovereignty; Trust Responsibility (Government); Welfare Services

The state-of-the-art review of delivery of social services to American Indians living on reservations demonstrates that the basic problem is not whether Indians living on reservations are entitled to receive such services, but which government entity will be financially responsible. Chapters cover: (1) legal status of Indians (roots of conflict); (2) trends toward intergovernmentalization; (3) case law on eligibility; (4) barriers to state involvement in delivery of social services; (5) state role in federally funded programs; and (6) representative state programs. Among the recommendations listed for improving social services are that states having significant Indian populations should receive federal assistance for state welfare programs serving Indians, that states should be held accountable for delivery of services to Indians, and that revenues should be based on need rather than on population.

ED219268 SE038775

Lessons from an Energy Curriculum for the Senior High Grades. Teacher Guide - Indiana High School Energy Units. Energy Education Curriculum Project.

Indiana State Dept. of Commerce, Indianapolis. Energy Group.; Indiana State Dept. of Public Instruction, Indianapolis. Div. of Curriculum.
Spons Agency-Department of Energy, Washington, D.C.
Pub Date Apr 82
Grant-DE-F645-76CS-60038
Note-75p.; For related documents, see SE 038 776-784.
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Conservation Education; *Energy Conservation; Environmental Education; High Schools; *Interdisciplinary Approach; *Learning Activities; Program Descriptions; Science Activities; *Science Curriculum; Science Education; *Secondary School Curriculum; Teaching Guides; Units of Study
Identifiers-*Energy Education; Indiana

Energy education units (consisting of a general teacher's guide and nine units containing a wide variety of energy lessons, resources, learning aids, and bibliography) were developed for the Indiana Energy Education Program from existing energy education materials. The units were designed to serve as an entire curriculum, resource document, supplementary materials, or as a laboratory manual of "hands-on" activities which could be infused into existing grades 9-12 curricula. This general teacher's guide provides a rationale for the study of energy education, instructions for using the guide, background information on development of the units, goals/objectives, scope and

ED219288 SO013857

Hurley, Thomas J.

Consciousness Research and Education: Some Tentative Implications.

Institute of Noetic Sciences, San Francisco, CA.

Pub Date Oct 81

Note-7p.

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Continuing Education; Cultural Influences; *Education; Educational Objectives; Educational Practices; Educational Research; Educational Theories; Elementary Secondary Education; Higher Education; Learning Theories; Preschool Education; Social Change

Identifiers-*Consciousness Research

This paper outlines some tentative implications of consciousness research for education. A societal transformation appears to be occurring, reflecting the emergence of new guiding images manifested and catalyzed by gradual but profound changes in individuals, groups, and institutions. Critical aspects of this societal transformation are the attitudinal shifts and increasing knowledge in the field of human consciousness research. The tentative implications for education are presented in outline form. There are three major areas of education which will be affected. First, human consciousness research will affect cultural conceptions of learning and education. For example, the

ED219391 TM820274

Sullivan, Eugene J.; And Others

The 1980 Guide to the Evaluation of Educational Experiences in the Armed Services. [Volume] 1: Air Force.

American Council on Education, Washington, D.C.
Spons Agency-Department of Defense, Washington, D.C.
Report No-ISBN-0-8268-1444-1
Pub Date 80
Note-344p.; Marginally legible due to small print; For related documents, see TM 820 275-276.
Available from-Publications Division, American Council on Education, One Dupont Circle, Washington, DC 20036 ($12.00; all three volumes, $25.00).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Credits; *Course Descriptions; Equivalency Tests; Military Personnel; Military Schools; *Military Training
Identifiers-*Air Force; Defense Activity Non Traditional Education Support

For more than 35 years, this Guide has been the standard reference work for recognizing learning acquired in military life. All the courses offered by the Air Force are listed and briefly described. Each course

ED219477 UD022460

1980 Elementary and Secondary Schools Civil Rights Survey, National Summaries.

DBS Corp., Arlington, Va.

Spons Agency-Office for Civil Rights (ED), Washington, DC.

Pub Date Mar 82

Contract No-300-80-0739

Note-29p.; Not available in paper copy due to small size type. For related documents see UD 022 461-462.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Accessibility (for Disabled); American Indians; Asian Americans; Bilingual Education; Blacks; Corporal Punishment; Disabilities; Elementary Secondary Education; *Enrollment Rate; Expulsion; Females; Hispanic Americans; Limited English Speaking; Males; *Minority Groups; Pacific Americans; Pregnant Students; *Racial Composition; *School Activities; *Special Education; *Student Participation; Suspension; Whites

Identifiers-*Elementary Secondary Schools Civil Rights Survey

This national summary of data on the characteristics of students in United States public schools is based on results of Fall 1980 Elementary and Secondary Schools Civil Rights Survey. Table 1 presents national projections of survey data on rates of enrollment, disciplinary measures imposed, participation in special and bilingual education programs, and

ED219168 RC010567

Bockman, John F.

Ten Studies Pertaining to Residence, Mobility, and School Attendance Patterns of Discrete Black and Mexican American Populations in Tucson, Arizona, Between 1918 and 1976. Volume II.

Tucson Unified School District, Ariz.

Pub Date 78

Note-365p.; Portions are marginally legible.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Attendance Patterns; *Blacks; Comparative Analysis; Educational History; Elementary Education; Ethnic Distribution; Geographic Distribution; Immigrants; *Mexican Americans; Migration Patterns; *Mobility; *Population Distribution; Population Trends; *Residential Patterns; School Demography; Student Attrition; Transient Children; Trend Analysis

Identifiers-*Arizona (Tucson); Spanish Surnamed

Volume II contains the substance of five studies originally filed with

ED219186 RC013485

Lantz, Jean

Citizen Me: An Experiential Curriculum for Citizenship Education. Level: Six.

Harris County Dept. of Education, Houston, Tex.
Spons Agency-Texas Governor's Office, Austin. Criminal Justice Div.
Pub Date 79
Grant-JA-79-C03-5874
Note-109p.; For related documents, see RC 013 473-487.
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Behavior Patterns; Behavior Standards; *Citizenship Education; Citizenship Responsibility; *Criminal Law; Curriculum Guides; *Decision Making Skills; Educational Games; Elementary Education; Experiential Learning; *Grade 6; Peer Influence; Role Playing; Social Responsibility; *Social Studies; *Units of Study
Identifiers-Citizen Me Project TX; *Juvenile Justice System

The Citizen Me Level Six guide incorporates the project's goal of providing a curriculum which integrates concepts of basic citizenship education with community involvement through gaining an understanding of

ED219458 TM820493

Reading Test for New York State Elementary Schools, Grade 6-Form E. Manual for Administrators and Teachers.

New York State Education Dept., Albany. Div. of Educational Testing.

Pub Date 82

Note-51p.

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Difficulty Level; Grade 6; Intermediate Grades; Latent Trait Theory; Readability; *Reading Comprehension; Reading Diagnosis; Reading Improvement; *Reading Tests; Remedial Instruction; *State Programs; *Testing Programs; Test Validity

Identifiers-*Degrees of Reading Power; Pupil Evaluation Program; *Test Manuals

The Reading Test for New York State Elementary Schools is designed to determine the most difficult prose text a student can read with comprehension. Test uses described include evaluating the student's current level of achievement; determining reading difficulty levels for instruction; measuring growth of comprehension; determining statewide

ED219328 SO014193

Coplin, William D., Ed.; O'Leary, Michael K., Ed.
Basic Policy Studies Skills.
Policy Studies Associates, Croton-on-Hudson, NY.
Spons Agency-Council on International and Public Affairs, New York, N.Y.
Report No-ISBN-0-936826-14-2
Pub Date 81
Note-185p.
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Basic Skills; Cost Effectiveness; Evaluation; Higher

Aboriginal People

Symposium: Education, Community Control and the Curriculum: A Case Study of Two Aboriginal Communities.
ED 219 171

Abstracting

Abstracting/Annotating. ERIC Processing Manual, Section VI.
ED 219 087

ERIC Processing Manual. Rules and Guidelines for the Acquisition, Selection, and Technical Processing of Documents and Journal Articles by the Various Components of the ERIC Network.
ED 219 082

Abstracts

Chemical Literature Exercises and Resources (CLEAR).
ED 219 266

Resources in Education (RIE). Volume 17, Number 12.
ED 218 416

Academic Ability

Report on the Use of the COMP Objective Test and Activity Inventory to Assess Nazareth College General Evaluation Outcomes.
ED 219 025

Academic Achievement

Achievement Prediction with School Level Equations: A Non-Technical Example Using the Public and Private Schools Data.
ED 218 776

Alternative Schools for Disruptive Secondary Students: Testing a Theory of School Processes, Students' Responses, and Outcome Behaviors. Final Report.
ED 218 550

Applying a Theoretical Model of Academic Motivation to Classroom Data.
ED 219 432

A Basic Trilingual Program for Flushing High School. E.S.E.A. Title VII Final Evaluation Report, 1980-1981.
ED 219 486

A Commonality Analysis: Assessing Unique Effects of Person and Environment Variables on School Performance of Disruptive Adolescents.
ED 219 422

Computer-Based Analysis of Individual Learning Characteristics.
ED 218 946//

The Condition of Public Elementary and Secondary Education in Connecticut. Fiscal Year 1979-80. Volume 2 Trends and Perspectives.
ED 218 739

Contrasting Mother-Infant Contact: Educational Consequences a Decade Later.
ED 218 917

The Contribution of Alternative School Programs to the Safety of American Schools. Executive Summary.
ED 218 551

Survival Skills for the Aged and Their Families: A Counselor Model.
ED 218 567

Agricultural Laborers
Public Policy and the Migrant Child. A Symposium Conference Report and Papers.
ED 219 209

Agricultural Production
Lessons from an Energy Curriculum for the Senior High Grades. Unit V - Energy and Agriculture. Energy Education Curriculum Project.
ED 219 273

Agriculture
Lessons from an Energy Curriculum for the Senior High Grades. Unit V - Energy and Agriculture. Energy Education Curriculum Project.
ED 219 273

Air Force
The 1980 Guide to the Evaluation of Educational Experiences in the Armed Services. Volume 1: Air Force.
ED 219 391

Aircraft Pilots
First Symposium on Aviation Psychology. Proceedings of the Symposium on Aviation Psychology (Columbus, Ohio, April 21 and 22, 1981).
ED 219 236

Alberta (North)
Education North: A Case Study of a Strategy for Building School-Community Relationships.
ED 218 753//

Alcoholic Beverages
The Readership of Liquor Ads Employing Appeals to Affiliation, Achievement, and Product-Attributes.
ED 218 662

Alienation
American Life as Represented by Robert Frank's The Americans'': A Study of Self-Projections.
ED 218 632

Alpha Training
Alpha Training: A Technique for Changing Behavior in Children and Adults.
ED 218 563

Alternative Communities
Rural Education and Alternative Communities.
ED 219 225

Alumni
Evaluating Institutional Effectiveness: Planning for the Future. A Report of an Evaluation Study at Nazareth College.
ED 219 038

Report on Evaluating Educational Outcomes: A Nazareth College Alumni Perspective.
ED 219 024

Behavioral Objectives

Beyond the Purely Cognitive: Metacognition and Social Cognition as Driving Forces in Intellectual Performance.
ED 219 433

Three Models of Confrontation Skills Training for Prepracticum Counseling Students.
ED 218 543

Behavioral Science Research

Role of Information Relevance, Source Credibility, and Decisional Consequence on Attitude Change, and the Verbal Attitude-Overt Behavior Correspondence.
ED 218 640

Beliefs

Beyond the Purely Cognitive: Metacognition and Social Cognition as Driving Forces in Intellectual Performance.
ED 219 433

Belize

Changing Patterns of Cultural Imperialism in a Developing Country.
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Bialer Cromwell Childrens Locus of Control Scale

Children's Locus of Control Scales: A Reappraisal of Reliability Characteristics.
ED 219 431

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A Comparison of Needs Among Town Dwelling and Rural Elderly in South-Central Oklahoma 1980.
ED 219 215

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The Effect of Bibliotherapy and Videotaping Techniques on Collective and Self-Concept Formation in Behaviorally Disordered Youth.
ED 218 885

Biculturalism

Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1982 (Vol. 42 Nos. 7 through 12).
ED 218 673

Bilingual Education

Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1982 (Vol. 42 Nos. 7 through 12).
ED 218 673

Compact Guides to Information on Urban and Minority Education. Volume III.
ED 219 485

Foundations & Strategies for Bilingual Vocational Education: A Handbook for Vocational-Technical Education Personnel.

Explanations in the Study of Child Language Development. Cambridge Studies in Linguistics 35.
ED 218 967//

Interruptions in Children's Conversation: Does Talk Break Down?
ED 218 688

Learning through Interaction. The Study of Language Development.
ED 218 965//

The Number of Words in Printed School English. Technical Report No. 253.
ED 218 596

Relative Frequency of Homophones in Children's Writing.
ED 218 660

Child Neglect

Child Protection in Military Communities. The User Manual Series.
ED 219 131

Minnesota Chippewa Tribe American Indian Child Abuse Program. Final Report. Service Improvement Grants National Evaluation.
ED 219 170

National Study of the Incidence and Severity of Child Abuse and Neglect: Executive Summary.
ED 219 160

Child Protection

Child Protection in Military Communities. The User Manual Series.
ED 219 131

Child Rearing

The Ecology of Urban Family Life. A Summary Report.
ED 219 476

Television the Surrogate Parent: Uses and Correlates of Television as Babysitter.
ED 218 650

Children

Child and Adolescent Suicide. Literature Survey Series, No. 2.
ED 218 558

Children's Aesthetics.
ED 219 158

Helping Children Cope with Separation and Loss.
ED 219 145

A Review of the Effects of Stress on the Teaching-Learning Process.
ED 219 363

Childrens Literature

African-American Children's Stories.
ED 219 480

Space Capers.'' Texas Reading Club 1982: A Librarian's Planning Handbook.
ED 219 069

Who-o-o Reads Ghost Stories?
ED 218 590

Childrens Television

A Comparison of Communication Apprehension in Basic Studies and Non-Basic Studies Students.
ED 218 690

Interpersonal, Nonverbal, and Small Group Communication: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1982 (Vol. 42, Nos. 7 through 12).
ED 218 696

Interruptions in Children's Conversation: Does Talk Break Down?
ED 218 688

Public Opinion Du Jour: Its Impact on Communication and Voting Behavior.
ED 218 617

Rhetorical and Communication Theory: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1982 (Vol. 42 Nos. 7 through 12).
ED 218 670

Rhetoric and Public Address: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1982 (Vol. 42 Nos. 7 through 12).
ED 218 698

Speech Communication Education and Classroom Instruction: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1982 (Vol. 42, Nos. 7 through 12).
ED 218 697

Theatre and Oral Interpretation: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1982 (Vol. 42 Nos. 7 through 12).
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Towards a Reconceptualization of Communication Apprehension: A Cognitive Approach.
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What Kind of a Flower is That? An Alternative Model for Discussing Lessons.
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Communication Skills

Basic Skills Issues and Choices: Approaches to Basic Skills Instruction. Volume 2.
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Business and Organizational Communication: Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International,'' January through June 1982 (Vol. 42 Nos. 7 through 12).
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Communication Competence and Teaching: An Interface.
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Communication Skills for the Foreign-Born Professional.
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Facilities Audit Workbook: A Self-Evaluation for Higher Education. ED 219 036

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Compact Guides to Information on Urban and Minority Education. Volume III. ED 219 485

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The Assessment Component of Employment Counselling. ED 218 435
Canadian Counsellor. Special Edition on Employment Counselling Conseiller Canadien. Edition Speciale sur le Counselling d'Emploi. ED 218 453
Vocational Development Theory. Instructor's Manual. ED 218 451
Vocational Development Theory. Student's Manual. ED 218 452

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Helping Children Cope with Separation and Loss. ED 219 145

Yo, Ciudadano: Un Curriculo de Experiencias para Educacion Civica. Nivel: Kindergarten (Citizen Me: An Experiential Curriculum for Citizenship Education. Level: Kindergarten).
ED 219 174

Yo Ciudadano: Un Curriculo de Experiencias Para Educacion Civica. Nivel: Tres (Citizen Me: An Experiential Curriculum for Citizenship Education. Level: Three).
ED 219 180

Yo Ciudadano: Un Curriculo de Experiencias para Educacion Civica. Nivel: Uno (Citizen Me: An Experiential Curriculum for Citizenship Education. Level: One).
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Decomposition Analysis (Statistics)

Getting at the Factors Underlying Trends Using Statistical Decomposition Techniques.
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Defense Language Institute CA

Weaknesses in the Resident Language Training System of Defense Language Institute Affect the Quality of Trained Linguists. Report to the Secretary of the Army.
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Caveat Emptor: Creative, Gifted, and Talented Are Different Entities.
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The Concise Dictionary of Education. A Hudson Group Book.
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Learning Disabilities as a Subset of School Failure: The Oversophistication of a Concept.
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Degrees of Reading Power

Reading Test for New York State Elementary Schools, Grade 6-Form E. Manual for Administrators and Teachers.
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Deinstitutionalization of Mentally Retarded People: Key Trends and Patterns.
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Abolition of the Office of Juvenile Justice and Delinquency

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The Body Revolution. Revolutionize Your Life Through Nutrition, Behavior Change and Fitness. Teacher's Guide.
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Impacts of Oil Shale Development on Education in the Uintah Basin. A Report on a Community Based Approach to Education Planning in Communities Facing Rapid Growth.
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Reindustrialization: Implications for Voc Ed. Information Series No. 233.
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The Search for a New Economic Order. A Ford Foundation Report.
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Democratic Socialism: Toward a Fifth Theory of the Press.
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Direct and Indirect Economic Impacts of the Department of Residence Halls of the University of Tennessee at Knoxville (U.T.K.) on U.T.K. and the Knoxville Area Tennessee, U.S.A.: An Exploratory Report.
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Entrepreneurship through Strategic Planning, Management, and Evaluation.
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Environmental Decline and Strategic Decisionmaking. ASHE Annual Meeting 1982 Paper.
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U.S. Trade with the Third World: The American Stake. Occasional Paper 28.
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Direct and Indirect Economic Impacts of the Department of Residence Halls of the University of Tennessee at Knoxville (U.T.K.) on U.T.K. and the Knoxville Area Tennessee, U.S.A.: An Exploratory Report.
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Higher Education and the Economy: Methods and Approaches for the Conduct of an Economic Impact Study.
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Engine Tune-up Service. Unit 4: Secondary Circuit. Review Exercise Book. Automotive Mechanics Curriculum.
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Engine Tune-Up Service. Unit 4: Secondary Circuit. Student Guide. Automotive Mechanics Curriculum.
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Electrical Appliances

Lessons from an Energy Curriculum for the Senior High Grades. Unit III - Energy: Food Production and Preparation (Energy Use and Conservation). Energy Education Curriculum Project.
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Electronics

What Extent Are Current New York State High School Electronics Programs Preparing Students with the Competencies Necessary for Employment in the Electronics Field Based on Industrial Demands in the Greater Rochester Area.
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Electronics Industry

What Extent Are Current New York State High School Electronics Programs Preparing Students with the Competencies Necessary for Employment in the Electronics Field Based on Industrial Demands in the Greater Rochester Area.
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Elementary School Curriculum

Implementation of Creativity Training in the Elementary School Curriculum Through Two Varied Techniques.
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Elementary School Mathematics

Calculator Use and Problem Solving Strategies of Grade Six Pupils. Final Report.
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Experimental Study of Mathematics Instruction in Elementary Schools. Final Report.
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Suggestions for Teaching Mathematics Using Laboratory Approaches. Grades 1-6. 2. Operations.
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Teaching Problem Solving; the Effect of Algorithmic and Heuristic Problem Solving Training in Relation to Task Complexity and Relevant Aptitudes.
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Elementary School Science

Adapting Science for Hearing Impaired Early Adolescents. Final Report.
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A Conceptual Framework for Energy Education, K-12.
ED 219 285

Developing and Evaluating Supplementary Science Readers for Primary 3 Pupils in Uganda. African Studies in Curriculum Development &

Supreme Court Decision on Right to an Education: The Case of Illegal Alien Children, Plyler v. Doe''. ERS School Research Forum.
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Toward the Restoration of Equity in Illinois K-12 Finance. A Report to the National Conference of State Legislatures and the Illinois School Problems Commission.
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What is the Lau Decision? What Does it Mean for Maine?
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Equalization Aid

Equal Educational Opportunity in Connecticut. Review and Recommendations for State School Finance Reform.
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The Report and Recommendations of the New York State Special Task Force on Equity and Excellence in Education. Volume One.
ED 218 781

The Report and Recommendations of the New York State Special Task Force on Equity and Excellence in Education. Volume Three.
ED 218 782

Equivalency Tests

The California High School Proficiency Examination Six Years After Implementation.
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ERIC

Abstracting/Annotating. ERIC Processing Manual, Section VI.
ED 219 087

Acquisitions. ERIC Processing Manual, Section II.
ED 219 083

Cataloging. ERIC Processing Manual, Section V.
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ERIC and Equity: Using ERIC Products for Information and Publications Affirming Gender Equity.
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ERIC Processing Manual. Rules and Guidelines for the Acquisition, Selection, and Technical Processing of Documents and Journal Articles by the Various Components of the ERIC Network.
ED 219 082

Handling and Shipping. ERIC Processing Manual, Section IV.
ED 219 085

Indexing. ERIC Processing Manual, Section VII.
ED 219 088

Selection. ERIC Processing Manual, Section III.
ED 219 084

Vocabulary Development and Maintenance Descriptors. ERIC Processing Manual, Section VIII (Part 1).
ED 219 089

Vocabulary Development and Maintenance Identifiers. ERIC Processing Manual, Section VIII (Part 2).

Capacity Building Needs of Rural Areas in Virginia. Executive Summary and Recommendations.
ED 219 223

Direct and Indirect Economic Impacts of the Department of Residence Halls of the University of Tennessee at Knoxville (U.T.K.) on U.T.K. and the Knoxville Area Tennessee, U.S.A.: An Exploratory Report.
ED 218 533

Priorities for Rural Improvement: Report of a Partnership for Rural Improvement Sponsored Needs Assessment Study Group.
ED 219 197

The Report and Recommendations of the New York State Special Task Force on Equity and Excellence in Education. Volume One.
ED 218 781

The Report and Recommendations of the New York State Special Task Force on Equity and Excellence in Education. Volume Three.
ED 218 782

Fles

Foreign Language Experience in the Elementary School: French.
ED 218 984

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